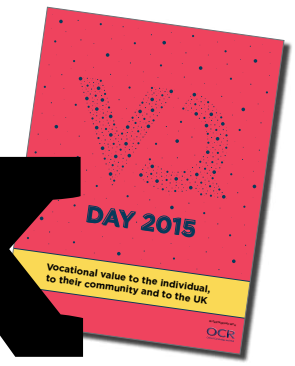
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FE WEEK

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FE Week



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‘I DIDN’T KNOW’

Former North Hertfordshire College principal denies knowledge of success rates manipulation

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Former North Hertfordshire College (NHC) principal Fintan Donohue has denied any “knowledge of wrongdoing” after it was discovered that success rates were artificially boosted while he was in charge.

Current NHC principal Matt Hamnett launched an investigation into learner information management shortly after starting in the post three months ago and he said it had uncovered “a series of issues”. It found, he said, that details of failing learners were omitted from ILR returns as far back as 2008, with the effect of inflating classroom-based success rates by around 4 percentage points to 90.5 per cent last academic year.

There is no suggestion NHC would have been overpaid because it meant the college would have not been funded for some learners, but the practice would have given it an unfair success rates advantage over colleges who declared all learners.

However Mr Donohue, who was principal and chief executive of the college from 2005 until the end of August 2012 when he stood down as principal but stayed on as chief executive for another year, told FE Week: “I have no knowledge of the alleged wrongdoing in respect of data inflation when I was principal of NHC. I have no reason to believe the forensic investigation initiated by the new principal suggests otherwise.”

The practice of boosting success rates by not claiming funding for failing learners was condemned in a 2009 letter to colleges by Geoff Russell, then-chief executive of the Learning and Skills Council, and a report commissioned by a group of colleges just over three years ago warned of “widespread” success rates manipulation among FE colleges. The report, by Tenon Education Training and Skills Limited, was leaked to FE Week at the time and identified one such method as ‘buy one get one free’, which it described as: “Where the college has declining success rates and has chosen to stop offering the learning aim, potentially it could lose many learners. One solution to this is to continue to run the ‘declining success rate’ learning aim as a non-funded qualification, while choosing a similar learning aim (inspected under a different inspection code)”.

But despite the warnings at the time, Mr Donohue, now chief executive of the Gazelle Group of Colleges, said: “I had every reason to be confident in the senior team responsible for data management. I do, of course, regret anything that casts doubt on the quality of any aspect of performance of the college over that period.”

The college was even granted an Education Training and Skills Green Flag Data Credibility Award in 2013 by Icca Education Training and Skills, which counts two of the Tenon report authors among its senior staff in Scott Winter and Vici Cadwallader-Webb. “Audit reports including the green flag voluntary

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NEWS

PRODUCTIVITY 'IN DANGER' FROM 3M APPRENTICESHIP AIM

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The government target to create 3m apprenticeship starts could pose "a real danger" to national productivity, National Institute of Adult Continuing Education (Niace) boss David Hughes has warned.

Mr Hughes made the comments following the release of the Niace annual participation survey, which showed although the number of adults learning in the past three years rose slightly, from 38 per cent to 41 per cent, the lowest paid are still least likely to be learning.

Mr Hughes told *FE Week* the survey findings "reinforce the need to persuade more people back into learning because if we're going to really hit [Chancellor George] Osborne's ambition of being a productive nation we need to raise the overall skills level of the workforce or it just won't happen".

And, he said, government's focus on protecting the apprenticeship budget while cutting the Adult Skills Budget "reinforces this rather than countering it".

"The 5.2m people in low pay get very, very little support from government at all — the apprenticeship programme won't do for much of them because often they will need literacy and numeracy training before they can get anywhere near an apprenticeship," he said.

"There's a real danger the 3m apprenticeship target gets in the way of doing the right things to address the issue.

"It's great that we've got an ambitious target around apprenticeships because that will focus ideas and resources on skills, but if it's the only target that matters, I think that's really concerning."

The Niace survey found 72 per cent of those in the lowest socioeconomic groups were not learning and nearly half (49 per cent) had not participated in the past three years.

The study of 5,000 adults also revealed twice as many of those who left education at 21 or later were learning, compared to those who left school at 16 (52 per cent versus 26 per cent).

"This reinforces and confirms my apprehension that the skills system just isn't working for too many people," said Mr Hughes.

"If you're successful in learning up to the age of 21 you get into a higher level job with training, so people in high socio-economic groups do quite well out of the system."

Conversely, he said, those who left school with few qualifications were likely to find themselves in low paying jobs without training.

The survey also found that the number of unemployed people taking part in learning had dropped from 41 per cent to 35 per cent.

Mr Hughes said: "As money gets tighter there is a risk, with the apprenticeship focus, other things get squeezed out, and what these figures show is you've got to do more to get to the people who haven't done much or any learning for many years if you really want to get to the heart of the productivity issue — and the fairness issue."

See page 17 for an expert piece on the Niace survey by Mr Hughes

FE WEEK NEWS IN BRIEF

Learners' week launches

Adult learning across England will be celebrated during the annual Adult Learners' Week, which launches today (Monday).

The celebrations will be marked with national and regional awards ceremonies, a parliamentary reception learning taster events and the official Festival of Learning.

For details about the event, which is organised the National Institute of Adult Continuing Education, visit alw.org.uk or search for Adult Learners' Week on Facebook.

FE charter granted

A Royal Charter has been granted to the Institution for Further Education (IFE) by the Queen, the Privy Council has announced.

The IFE, set up in 2013 by Lord Lingfield to pave the way for a new chartered membership organisation for FE providers, will be devoted to developing the potential, reputation and standing of the sector.

Its mission will be to bring together the best training providers across the sector and collectively to promote, recognise and celebrate their professionalism and success. Visit feweek.co.uk for more.

First education questions

The first education oral questions of this Parliament will be held in the House of Commons today (June 15).

Education Secretary Nicky Morgan and her ministerial team are expected to take questions from MPs across the political divide from 2.30pm.

Oral questions give opposition and government MPs a chance to get quick answers, as opposed to written questions, to which responses take longer.

The session can be watched live on Parliament TV, and *FE Week* will be live-tweeting at twitter.com/feweek.

UTCs team to 'work with' Boles on programme

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The organisation behind Lord Baker's university technical colleges (UTCs) has said it will be "working with" Skills Minister Nick Boles as he looks into the performance of the project as it comes under growing criticism.

Officials at the Baker Dearing Trust look set for difficult questions from Mr Boles with UTCs suffering much-publicised recruitment issues.

Among those to have struggled to recruit have been Walsall's inadequate-rated Black Country UTC and Hackney UTC — both of which are set for closure at the end of the academic year.

Mr Boles pledged to "look at the programme" to consider whether it was "as successful as it can possibly be" before opening any more UTCs as questions were asked in Parliament in the wake of the decision to close the Black Country UTC.

And while Mr Boles said the government was "firmly committed" to the UTCs programme, he said: "I think it is very important now at the start of a Parliament that we look at this programme and we ask ourselves is this programme as successful as it can possibly be before we launch ourselves into the process of opening more institutions like this."

Including Black Country and Hackney, there are currently 30 UTCs. A further 20 are due to open by 2017.

A Baker Dearing spokesperson said: "We welcomed the Minister's strong reiteration of the government's commitment to UTCs during the debate.

"UTCs are a new responsibility for the Minister and, in the coming weeks, we will be working with him and his team to ensure he is fully briefed on the technical education pathway offered by UTCs."

Mr Boles's pledge to examine UTCs, which offer specialist vocational training alongside core academic subjects for 14 to 19-year-olds, has been welcomed by college groups.



Association of Colleges deputy chief executive Gill Clipson (pictured)said: "In order for UTCs, or indeed any new institutions, to be successful in recruiting a significant number of students there needs to be a consistent demand across all the necessary age groups."

She added that since the UK education system was "fairly fixed" around transition at 11 and 16, and with "insufficient" careers advice available "it is not surprising that recruitment has been challenging for some".



"Therefore, the Minister is absolutely right to say that the programme needs to be reviewed," she said.

Lynne Sedgmore, 157 Group executive director, said: "We are delighted the minister has listened to advice from the 157 Group, supported by UCU and other sector bodies, to review the UTC programme before expanding any further.

"While we all want to make sure that high quality vocational programmes are available to all young people, it is clearly the case that new institutions, including UTCs, are not always the best answer."

A Department for Education spokesperson said: "As is normal practice, we will continue to look at the performance of the UTC programme and how we can make sure they work most effectively."

NEWS

Is England set to go Dutch on skills system?

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Super colleges and beefed-up sector skills councils could be on the horizon — if Skills Minister Nick Boles's hopes of emulating the Dutch vocational system come to fruition.

During a special debate tabled in Westminster Hall on Tuesday (May 9) to mark VQ day, Mr Boles told MPs that in the UK "we always beat ourselves over the head" about how to get a vocational system more like Germany's.

But, he said, the German system was "the product of a deep economic, educational and social culture that is somewhat different from ours".

"The Dutch economy is more similar to our own in culture and approach than the German one," he said.

"It is smaller, but it has what we would see as—I am not sure that the Dutch would accept this—Anglo-Saxon features.

"They seem to have a better system of clear routes through education to high, degree-level qualifications."

In the Netherlands, vocational education comes under the Ministry of Education, Culture and Science — all except agricultural education, which represents a large part of the Dutch economy and is overseen by the Ministry of Economic Affairs, Agriculture and Innovation.

From the age of 12, pupils choose between three pathways — a four year pre-vocational pathway, a five year general education pathway, or a six year pre-university pathway, although most schools allow pupils to move from one pathway to another.

Post-16 vocational training mostly takes place within 42 state-funded super colleges, Regional Education and Training Centres (ROCs), with up to 35,000 learners, and offering more than 350 vocational courses.

According to the Institute for Public Policy Research, 25 per cent of Dutch companies also operate as employer providers.

Currently, employer representation comes through a national, sector-based group of 17 knowledge centres, similar to the UK's sector skills councils but with larger remits — including designing qualifications and recruiting employers.

However, austerity has meant the government is planning to create a single national body, the Foundation for Cooperation on VET and Industry, which will be supported by eight sectoral bodies to take over from the knowledge centres.

Paul Casey, competition lead for the UK Commission on Employment and Skills, said the vocational system in the Netherlands was "seen as highly effective by employers in terms of delivering the right outcome for them and a clear channel to have an input into the design of qualifications."

Around 55 per cent of young people take a vocational pathway in the Netherlands because, he said, the route was "highly flexible".

"It can be school-based or work-based — so if you've got an economic crisis and those employers can't afford to enable young people to train with them and offer apprenticeship places, then those students can be routed back through school training," he said.

According Eurostat, the European Commission data body, the Dutch youth unemployment rate was 10.1 per cent at the end of 2014 — lower than the UK's 16.1 per cent.

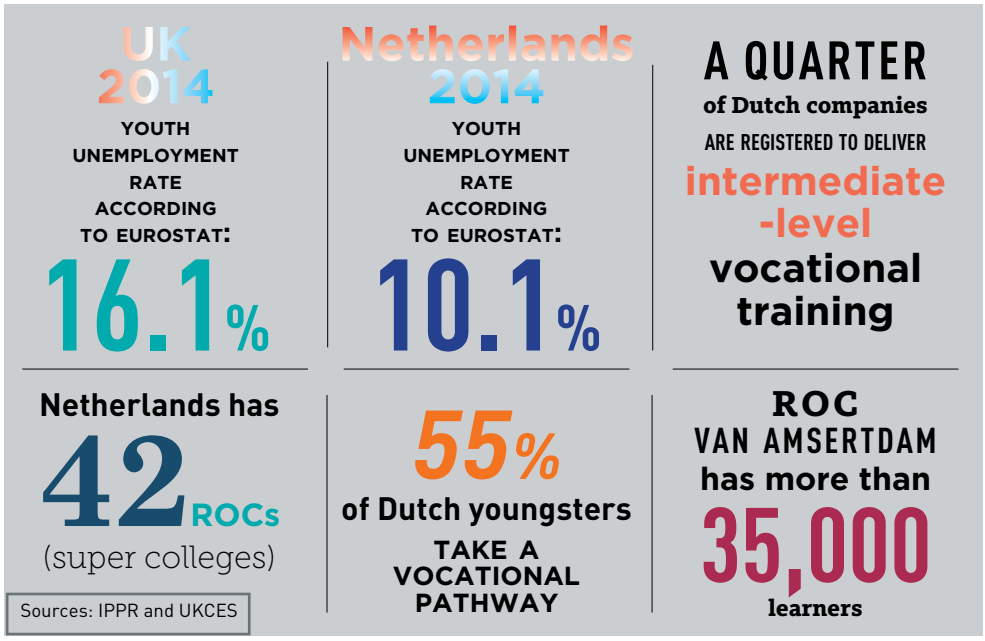
Before the creation of the ROCs, the Netherlands, like the UK, had many smaller colleges, which from 1996 were gradually merged to give the 42 of today.

However, Mr Casey was cautious about backing Mr Boles's suggestion to re-create the Dutch system in the UK and said there would have to be "some serious feasibility studies".

"Whether that's transferable to the UK I'm not sure," he said.

"They're on different scales — the Netherlands is, compared to us, a relatively small country in terms of landmass but also population.

"There's always a concern in terms of transferring a skills policy from one country to the other — because there may well be similarities, but there will be differences too."



LET'S WORK TOGETHER ON 16 TO 19S FE LEADERS TELL LOCAL COUNCILS

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Sector leaders have said they are keen to work with local authorities on improving 16 to 19 participation and careers advice after a survey revealed councils were struggling with their duties in the face of government cuts.

The Association of Colleges (AoC), 157 Group and Association of Employment and Learning Providers (AELP) called for partnership working after a Local Government Association (LGA) survey of 87 member councils revealed concerns over their ability to meet statutory duties to improve participation.

It comes after councils were criticised by Parliament's public accounts committee last year after a National Audit Office report showed disparities between local authority areas in terms of the tracking of those considered not in education, employment or training (Neet).

The LGA survey showed that 91 per cent of councils had reduced their expenditure on services supporting 16 to 18 participation since 2010, with one-in-five of those able to quantify the reduction claiming expenditure in that area had decreased by between 50 and 69 per cent.

It also revealed that 75 per cent of councils rated overall government policy for 16 to 19-year-olds as requiring improvement, while 95 per cent said the government's decision to modify its influence over schools and FE colleges had "restricted" councils' capacity to deliver on their statutory duties.

David Corke, skills policy director at the AoC, said colleges could "identify with the impact of funding cuts" and said they worked closely with councils on ensuring there were places for all young people who needed them.

He added: "The LGA survey also reveals that councils believe that devolution of funding and powers would improve outcomes for young people, reducing the numbers not in education, employment or training (NEET), and we would be interested to discuss this with them."

Dr Lynne Sedgmore, 157 Group executive director, said it was "too early to say" what effect the reforms of the past few years would have on 16 to 19 participation, but said she "concerned that the academic school curriculum, incentivised competition rather than collaboration and a post-16 focus only on higher-level skills may have unintended consequences for many young people".

She added: "The key to local success is to develop strong partnerships that involve schools, councils, employers and colleges, with everyone having the same clear goal — to enable all young people to develop the skills they will need for employment."

Stewart Segal, AELP chief executive, said: "The majority of apprenticeship opportunities are brokered by providers working with employer contacts and local authorities can support this process by tracking young people who are Neet.

"Our members and local provider networks work with local councils and it's those connections that are really important for the skills system to be effective for young people. Many councils often forget that training provision is delivered by a large range of providers, including private providers, and improving on this situation would make a positive impact."

David Simmonds (pictured), chair of the Local Government Association's children and young people board, warned cuts without reform risked "undoing all of our collective good work, putting thousands of promising futures at risk".

He added: "It is important that we have the powers, levers and funding to fulfil our legal duties to young people."

But the Department for Education defended its record on Neets, claiming there were 64,000 fewer 16 to 18-year-olds considered Neet than in 2010.

He said: "We are investing £7bn to fund a place for every 16 to 18-year-old in England who wants one."



See page 12 for an expert article from Amy Lalla

Continued from front

audit provided me with every confidence in the quality of data management," added Mr Donohue. He was succeeded as principal and then chief executive by former deputy principal Signe Sutherland as the duo, among others, launched Gazelle. She retired and was replaced by Mr Hamnett, but could not be reached for comment by FE Week.

Mr Hamnett, who declined to comment on whether use of 'buy one get one free' had been discovered, said his findings influenced his decision to pull NHC out of Gazelle, as exclusively revealed by FE Week last month, to "draw a line between our past and our future". He said: "I instigated a comprehensive piece of work to confirm the extent of these issues, properly address them and ensure that we have the platform we need to realise our high aspirations for the institution."

An Ofsted spokesperson would not say whether the NHC findings had invalidated its last inspection result, in 2010, of 'good' overall with 'outstanding' leadership and management. She said: "The 2010 report is five years old and reflects evidence available at the time. Ofsted's focus is on what can be known and how we can take this into account in relation to the next inspection of this college."

A Skills Funding Agency spokesperson said it had reviewed the NHC findings and "sought assurance from the corporation to ensure the situation would not arise again", but it was "not planning to take any further action".

The Education Funding Agency declined to comment. Nobody from Icca was available for comment.

Editor's comment page 8

Apprentice recruitment halted over funding delay

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Providers hit with an unexpected and "agonising wait" to find out if they will be paid for apprenticeships and traineeships they have already started have halted further recruitment and are even contemplating job cuts.

The Skills Funding Agency (SFA), as exclusively revealed on feweek.co.uk, said it was delaying the outcome of growth requests from providers who have over-delivered on their contracts until after the budget on July 8.

The uncertainty over whether providers will be paid — even for government-prioritised 16 to 19 apprenticeships — has forced providers to turn away learners while some could be forced to lay off staff.

Mike Gore, director of Blue Apple Training, a provider with more than £800,000-worth of SFA subcontracting, told *FE Week* he could be forced to cut jobs because of uncertainty about the future in connection with the delay.

He said: "We are in the process of trying to agree with our lead contractors for next year but because everything is on hold we don't know what we will get, so it doesn't allow us to plan for the future, which has an impact of security of staff jobs."

And Chris Baker, of Crackerjack Training, a lead provider with a current SFA allocation of almost £1.5m, said in a comment on feweek.co.uk website that his firm had been forced to suspend its traineeships intake as "we cannot afford to take the risk of delivering a programme that may not be funded".

It comes after Chancellor George Osborne's announcement that he wanted to see in-year savings of £450m each from the Department for Business, Innovation and Skills and the Department for Education — although Skills Minister Nick Boles told MPs that the £900m of cuts would not all fall on the sector.

However, concerns have been raised about the impact of potential curbs to growth funding on the government's 3m apprenticeships target in this Parliament.

And sector bodies have warned that providers should not be left "short-changed" by non-payment following delivery.

David Corke, director of education and skills policy for the Association of Colleges (AoC), said the 3m apprenticeships target was "ambitious", and that a "common-sense" approach from the SFA was needed if it is to be met.

He said: "I hope the SFA and other agencies will take a common sense approach to make sure colleges and other providers are not short-changed.

"Although this over-delivery of apprenticeships affects a small number of colleges and other providers, it is important that they are paid for the work they have done."

Dr Lynne Sedgmore, 157 Group executive director, said: "We appreciate that much is unclear in the realm of public finances at the moment, but the need to grow apprenticeships is not one of those things.

"Colleges and providers who have delivered on the clear priority for growth now face yet another agonising wait at a time when their financial position is already difficult.

"If the apprenticeship growth target is to be met, it has to be accompanied by a durable funding settlement which leaves those delivering the provision in no doubt that it will be properly funded. That must happen soon."

An SFA spokesperson said it was awaiting the outcome of the budget before communicating about growth requests to "ensure that in-year funding is considered in line with government's wider financial position".

She added: "So far, in the 2014 to 2015 funding year, we have fully funded credible growth requests at performance points one and two, recycling £50m funds into apprenticeships and traineeships.

"Colleges and providers are responsible for managing their funding allocation or contract value."

READER REACTIONS FROM FEWEEK.CO.UK

After a start like this who is going to take the government priority areas seriously? I don't believe the new taskforce has actually met yet but tracking progress against the targets without ringfenced and increased funding to those who are delivering in these areas can only lead to abject failure.
Adrian Bouckley

My fear is providers will not have the cash in their contracts to start 16-year-olds on apprenticeships the first week in July, will this push more to sixth form or do we just take them and not be paid for the first month?
Debbie Tagoe

The Government should stop playing around with numbers and show some real support for their fine words.
Kevin Gent

Ridiculous. How can the Government pledge 3m additional apprenticeships and then refuse to fund the delivery of these?!
Jason Pepper

Don't blame the agency for this. This is a simple reaction to a Chancellor's decision which was not consulted upon. My message is to stay calm and it will all unfold positively over the next few days and weeks.
Peter Marples



ANGELA MIDDLETON

Chief executive and founder of MiddletonMurray independent learning provider

Why the government should guarantee funding for apprenticeships and traineeships

The Skills Funding Agency's delay in announcing whether requests to fund growth in provision sent shockwaves through the sector. Angela Middleton explains how the delay will affect apprenticeship numbers.

This week's announcement that funding for quarter three growth requests will be delayed has understandably caused frustration and fear among providers gearing themselves up to deliver more apprenticeships and traineeships.

The Chancellor announced that the government will save £0.5bn from FE, but there are still plans to protect apprenticeships.

The Skills Funding Agency (SFA) contacted organisations on Monday [June 8] that provide traineeships and apprenticeships to inform them of the delay.

While it was nice to receive an individual call and the representative I spoke to was very understanding of the concerns felt by myself and other training providers, there was very little explanation as to why this has happened, or of the steps that will be taken to rectify the situation for those whose growth requests are outstanding.

MiddletonMurray as a training provider, like many others, has grown capacity steadily in order to deliver in line with government priorities and this involves taking a sensible risk as a commercial business that growth in funding will be forthcoming so long as the stated criteria are met.

The announcement throws us into uncertainty and makes us pull back on the business development we do with employers and the encouragement we offer to young people in relation to apprenticeships, because as much as we want to deliver this service, we have costs to cover and cannot be left overly exposed financially.

> **Progress in apprenticeship starts for our specialist area of 16 to 18-year-olds will stall**

Stuart Segal, chief executive of the Association of Employment and Learning Providers (AELP), has said that he was "disappointed" by these developments and stressed that the delay would cause problems for both prospective apprentices and employers, who have made a commitment to a programme, the terms of which have now suddenly been changed.

We at MiddletonMurray are making schools and colleges aware of the opportunity of apprenticeships, and are effectively building the desire of young people to go into the world of work through an apprenticeship, often preceded by a traineeship.

Like many, we work tirelessly to help young people not in education employment or training (Neet) and small and medium-sized employers (SMEs) see the benefits of apprenticeships. We've also worked hard to achieve a grade two in our recent Ofsted inspection thus making us eligible to obtain traineeship funding, but despite this, we are now effectively in limbo.

It's completely understandable that cuts need to be made, and the new government is under obvious pressure to do so. Upon his election, Prime Minister David Cameron's first promise was to create 3m new apprenticeships, and I don't believe he will backtrack on this promise.

What seems to have happened is that while the cuts are being worked out, funding for apprenticeships and traineeships has been grouped together with all other funding within the education system and rather than going ahead with growth on those protected categories, everything has been held up while cuts in those other areas are being calculated.

I myself am confident that the funding for the traineeships and apprenticeships is 'safe' and will ultimately be awarded to providers such as MiddletonMurray.

However, being made to wait for the government to make cuts in other areas means that the progress in apprenticeship starts for our specialist area of 16 to 18-year-olds will stall, young people who were excited to be going into jobs through apprenticeships will be disappointed, and SMEs will wonder why having made the decision to give youth a chance, they are now being told to wait. Let's hope this isn't for too long.

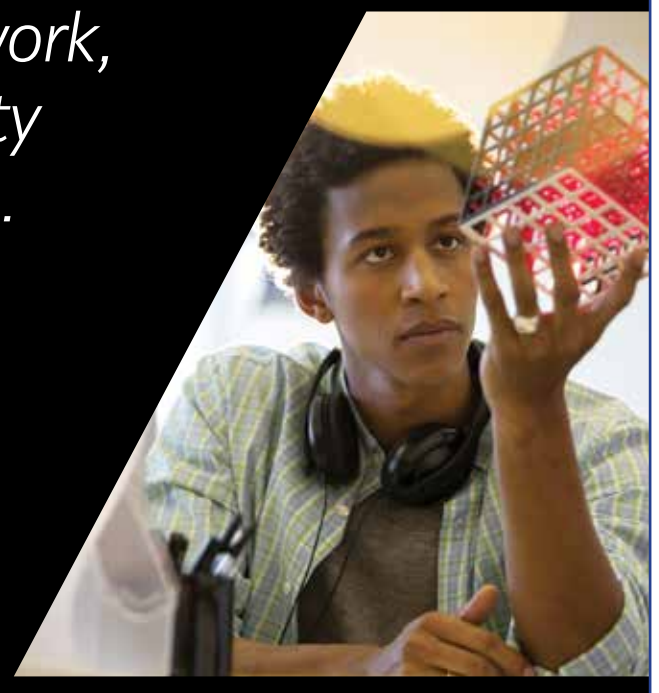
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CELEBRATING SUCCESS THROUGH THE TECHBAC TEAM CHALLENGE

To prepare young people for the world of work, It Takes TechBac. To develop a winning party political campaign, It Takes Harrow College.



City & Guilds would like to say huge congratulations to learners at Harrow College who have won the first ever TechBac Team Challenge. Learners from the London-based college impressed the judges at national news agency Thomson Reuters with their party political campaign We Are One.

The TechBac Team Challenge was developed as part of the City & Guilds TechBac to help young people develop the wider business and enterprise skills needed to stand out from the crowd. This year, entrants were asked to create a new political party ahead of the 2015 general election.

THE CHALLENGE WAS CREATED IN PARTNERSHIP WITH MYKINDACROWD.

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MPs pitch for chair posts on FE committees

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Nominations have closed, and the race to chair two of Parliament's most influential select committees is almost over.

Labour MPs Adrian Bailey, Iain Wright and Roberta Blackman-Woods have been officially nominated for election to the role of chair of the business, innovation and skills (BIS) committee.

West Bromwich West MP Mr Bailey chaired the BIS committee for the past five years and hopes to continue his tenure, but Mr Wright, MP for Hartlepool, and a former Apprenticeships Minister under Gordon Brown, has the backing of former education committee members Ian Mearns, Alex Cunningham and Bill Esterton.

Dr Blackman-Woods, the MP for the City of Durham, is backed by former Shadow Education Minister Rushanara Ali and former Shadow Skills Minister Gordon Marsden.

Meanwhile Conservatives Neil Carmichael, Tim Loughton and Caroline Nokes are in the running for the chair of the education committee.

Graham Stuart, who chaired the education committee from 2010 to 2015, is not standing for re-election, leaving it to former members Mr Carmichael, the MP for Stroud, and Ms Nokes, who represents Romsey and Southampton North, to take on former Education Minister Tim Loughton, the MP for East Worthing and Shoreham.

An election will be held in the House of Commons on Wednesday (June 17) from 10am with an announcement expected the same day.

The political make-up of both committees is yet to be announced and will be decided through negotiations between the political parties.

The parties will then hold internal elections to decide who takes their shares of seats.

In the last Parliament, the two committees each had five Conservative members, five Labour members and one Liberal Democrat member.

Of the previous membership of the BIS committee, Scottish Labour MPs Ann McKechin, William Bain and Katy Clark lost their seats in the election, as did Liberal Democrat Mike Crockart, while Conservative Brian Binley stood down.

Labour MP Paul Blomfield and Conservatives Caroline Dinenage, Rebecca Harris, Robin Walker and Nadhim Zahawi remain in Parliament, but Ms Dinenage, Mr Walker and Ms Harris will not seek election to committees having received government jobs.

Of the last education committee's membership, all but former Liberal Democrat Bradford East MP David Ward were re-elected to Parliament in May, including Labour MPs Pat Glass and Siobhan McDonagh and Conservatives Dominic Raab and Craig Whittaker, although Mr Raab has a government job.

Internal party elections of committee members are expected to take several weeks once the chairs have been elected.

BIS COMMITTEE CHAIR — CONTENDERS SPEAK TO FE WEEK

ADRIAN BAILEY MP



Certainly at our first meeting with the minister if I were chair the in-year cuts is one of the areas of questioning we would look at.

The role of FE in the delivery of the apprenticeship programme is not fully understood and not given the priority of funding it should get.

Britain spends vast sums of education but we still have a skills gap and constant complaints from employers about the lack of work readiness. Business engagement is crucial to changing this.

I want to assess the effectiveness of the current apprenticeship programme. I would seek to work with the education select committee to identify what changes to our pre-16 education could reform this approach.

Select committees are increasingly recognised as having a vital role in good government and the BIS select committee in particular as providing the evidence to help government help business in reaching these goals.

IAIN WRIGHT MP



I think skills is a vital thing to address issues of Britain's competitiveness and productivity. I don't think there is sufficient co-ordination between education and business policy.

I'd like the select committees to undertake more joint working to discuss education and business policy. I can see more scope for the BIS and education select committees to work together on key issues.

The other thing I'd be keen to chat about is the financial squeeze on FE colleges in the current Parliament. BIS is not a protected department and I think the financial pressure on colleges will be appalling, especially when they are very often the great drivers of skills provision and linkages between education and business.

I'd want the BIS select committee to look at this and scrutinise and challenge government very closely over the next few years.

DR ROBERTA BLACKMAN-WOODS MP



I have previously been a member of the education select committee, the innovation and skills select committee, the science and technology select committee and the BIS select committee and so have a strong understanding of the select committee system.

I have previously been a shadow minister in the Cabinet Office and in the Department of Business, Innovation and Skills, and am currently a shadow minister in the Communities and Local Government team.

I have a strong understanding of economic development at the local authority level and beyond, which I feel will also be valuable experience for serving as the select committee chair.

I have also built strong relationships with key stakeholders which I would hope to utilise to good effect as chair, including with the Federation of Small Businesses, and UK Trade and Investment, the Confederation of British Industry and the British Chambers of Commerce.

EDUCATION COMMITTEE CHAIR — CONTENDERS SPEAK TO FE WEEK

*Tim Loughton contribution from education committee website

TIM LOUGHTON MP



In 18 years in Parliament I have served on the environmental audit and home affairs select committees and as children's minister appeared in front of education, home affairs, justice and lords committees on numerous occasions. I have experience from both sides of the committee desk.

The previous select committee covered a lot of ground keeping up scrutiny of the government's extensive and fast moving school reforms. We must continue to shine that spotlight across all the new structures in particular to make sure all our children are benefitting and the taxpayer is getting value for money.

Are the changes to GCSEs and A-levels working for everyone and is the pupil premium really being focussed on those most in need to help them compete on a level playing field?

I believe I have the experience and commitment to give the strength of leadership the select committee needs in all these areas.

NEIL CARMICHAEL MP



One of the things I'm really keen on doing is some work on productivity and I think the education system is an important part of that issue. I think it might be worth considering a joint inquiry with the BIS committee on this.

I am certainly aware of the concerns over FE funding and would want to look at the direction of travel.

I would be interested in seeing how FE colleges can play a bigger role in delivering training by working with businesses. I think that would be a kind of alternative to simply relying on just public expenditure.

I wrote for Conservative Home a few years ago recommending that the Department for Business, Innovation and Skills be scrapped.

We really need a more linear approach to education policy right from the start to university and beyond to those who go back into it.

CAROLINE NOKES MP



It has been a privilege to serve as an advisory governor at Eastleigh College, enabling me to work alongside an organisation delivering excellent vocational opportunities to so many young people from my constituency.

This experience has given me an insight into the challenges facing the sector, including funding, raising the prestige of vocational qualifications, and how best to make sure young people make the best choices for them. None of these are easy to tackle, but the Education Select Committee has a unique role scrutinising where government policy is succeeding, and where it is not.

My time on the committee has enabled me to explore wider issues in the sector, alongside the work I already did with organisations like the YMCA. I hope my experience and enthusiasm will stand me in good stead in the select committee elections and my commitment to the FE sector will not go away.

THE SUNDAY TIMES

festival OF EDUCATION

WELLINGTON COLLEGE

June 18-19, 2015

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Association *of* Colleges

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The world of further education will be celebrated at the Sunday Times Festival of Education later this month with a dedicated strand organised by the Association of Colleges.

It will highlight the exemplary work of further education colleges and examine how they help young people learn vocational skills and gain qualifications that businesses need.

The Festival, set in the beautiful grounds of Wellington College, Berkshire, offers an eclectic mix of keynote speeches, interactive workshops, debates and free CPD sessions designed for senior leaders, managers, lecturers, teachers and students, along with an array of activities for all ages. Festival goers can take the opportunity to hear from a large number of speakers, including Rt. Hon. Nicky Morgan, Sir Ken Robinson, Sir Michael Wilshaw and Carol Dweck.

FE STRAND SESSIONS INCLUDE:

DAY ONE
THURSDAY, JUNE 17

10:00 – 10:40 Teaching in Further Education
Chaired by Kim Clifford, Principal, Cirencester College

11:30 – 12:10 Social Action: Gaining skills for work, through action for community benefit
Chaired by Dame Julia Cleverdon DCVO, CBE, Step Up To Serve

14:00 – 14:40 The vision for entrepreneurial colleges
Chaired by: Gill Clipson, Deputy Chief Executive, Association of Colleges

16:10 – 16:45 How to successfully deliver English and maths to 16-18 year-olds
Chaired by: Nick Linford, Author, The Complete Guide to Funding Apprenticeships and former Editor of FE Week

DAY TWO
FRIDAY, JUNE 18

10:00 – 10:40 Fit for Work, Fit for Life
Chaired by: Richard Atkins, President, Association of Colleges

11:30 – 12:10 Changing the face of FE
Chaired by: Martin Doel OBE, Chief Executive, Association of Colleges

14:00 – 14:40 Skills competition: Raising the standards of learning and teaching
Chaired by: Carole Stott MBE, Chair of AoC and Find a Future

14:50 – 15:30 The value of Vocational Skills and Experiential Careers Advice
Chaired by: Carole Stott MBE, Chair of AoC and Find a Future



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FE WEEK COMMENT

Ignorance is no defence

Fintan Donohue says he did not know of any "wrongdoing" in respect of "data inflation" at North Hertfordshire College during his time in charge there.

It seems a classic case of 'if he was aware then he did wrong and if he didn't know then he wasn't doing his job properly.'

Neither of these scenarios offer Mr Donohue any positivity, but taking him at his word we must believe the lesser of two evils — that as principal and chief executive he failed to spot, and therefore act to halt, long-term and serious cheating in relation to success rates.

The same two scenarios extend to Mr Donohue's successor at the college, Signe Sutherland, who would also have been in charge while this data manipulation was taking place.

It's an issue that will rock the sector for some time and who knows how it might affect Mr Donohue's Gazelle project, although it's a safe bet that it will not be of benefit.

The only person to emerge with any credit is new principal Matt Hamnett, who has been open with his findings and sought to draw a line in the sand for the college.

Chris Henwood
chris.henwood@feweek.co.uk

TOP GROWTH REQUEST DELAY TWEETS

@BestAssessor
Sudden delay in funding does nothing to allay growing concerns over government commitment to #apprenticeship targets

@agladheight
So this is how the government intends to fund extra apprenticeships places... by not paying for them?

@AELPUK
@David_Cameron's 3m @ Apprenticeships goal stumbles at very first hurdle

@gill_cox
Even apprenticeships look set for cuts now

@Capella_Systems
Bad timing for apprentice providers trying to deliver growth in this funding year



Burnham backlash over apprentice loans worries

@FCDWHITTAKER
FWHITTAKER@FEWEEK.CO.UK

Labour leadership contender Andy Burnham sparked an alarmed response on Twitter after his comments on apprenticeship loans led to fears he was considering proposals to bring back a failed FE policy.

Former Business Secretary Dr Vince Cable revealed to *FE Week* exclusively in December 2013 that apprentice FE tuition loans would be scrapped after just 404 applications in around seven months.

However, last week Mr Burnham, one of five Labour MPs hoping to become the next party leader, told Sky News: "In our school system we focus too much on the academic but don't give all children realistic prospects for when they leave.

"I'm talking of extending the loan scheme that students currently get to apprentices."

Among those to respond to the comments via Twitter was Shane Chowen, head of policy and public affairs at the National Institute of Adult Continuing Education.

He tweeted: "Coalition tried in and apprenticeship numbers went down. No appetite for it."

He later added: "AB [Andy Burnham] would be better off coming up with ideas how to get more employers involved — that's the problem right now."

Mr Burnham's office did not respond to requests to comment and give details of his proposals.

However, Sky reporter Sophy Ridge told *FE Week* the MP for Leigh had been referring to maintenance loans rather than tuition fee loans.

It led the National Union of Students (NUS) to call for a higher minimum wage for apprentices to avoid the need for maintenance loans.

Joe Vinson, NUS vice president for FE, said he wanted a "serious debate" over the minimum wage for apprentices, which is currently £2.73 per hour but will rise to £3.30 an hour from October.

He said: "Raising the minimum wage for apprentices to fall in line with the national minimum wage is a much more sustainable option that does not saddle young learners with the worry of repaying huge loans at the start of their careers.

"Currently apprentices and their families are also prevented from accessing benefits available to others, including child benefit and child tax credit, care to learn grants, interest free overdrafts and discounted travel cards.

"NUS has been campaigning for a serious debate to happen over the state of support for apprentices, one that will lead to a commitment to removing the financial barriers which currently exist."

But David Hughes, chief executive of the National Institute of Adult Continuing Education (Niace), said he supported such an extension of loans, although he echoed Mr Vinson's concerns about the lack of a "decent wage" for some apprentices.

He said: "For too many young people this means that they cannot afford to do an apprenticeship because housing and living costs are prohibitive, unless they can continue to live at home."

COMMENTS

Don't cut allocations to meet savings target, pleads sector

The mismatch betwwen the financial years of government and colleges has bedevilled financial planning for FE ever since I started in the sector in 1966, irrespective of who was in power.

The 'in-year' cuts now being demanded are yet another example of this mismatch, which further militate against sound planning, and will result in short-term savings where the long-term impact cannot be properly measured. The SFA allocations for 2015/16 (Aug-July) have already factored in an anticipated cut in government funding for 2016/17 (April-March) which is why there have been such drastic cuts already.

I'm only pleased that I am no longer a college governor and having to try to make sensible decisions in such a climate.

Mike Farmer

Colleges 'come of age' at time of need for change

The danger for FE in these times is to look inwards and stop engaging with industry and those outside of education.

For when we get through these times (and we will get through these times) I personally believe it is those who collaborate and are engaged in developing vibrant networks who will thrive.

Robert West

Prime Minister's apprenticeships 'troubleshooter' taskforce officially unveiled

We welcome the initiative on apprenticeships, but there are other skills priorities as well

@NOCN1

POETRY CORNER

FE Canvas of the Future

They paint our future landscape
in shades of grey and blue —
the mediocre ones.
Dimming the shimmering of potential,
dulling the brightness of new hued skies.

Forgetting — or never knowing —
Who we are —
From whence we came.

We, the colourful FE ones
paint lucent new horizons.
Our dripping brushes blazing
cacophonies of brightly coloured hope.
Expanding possibilities beyond
the canvass of the known.

Remembering who we serve —
Why we came and
Why we will remain.

By Dr Lynne Sedgmore

Send your FE and skills poems to news@feweek.co.uk

Email DrSue@feweek.co.uk with your questions. Dr Sue will hand out a £100 Amazon gift card for her favourite question



Dear Dr Sue

How do you handle your new principal's demands? Is the managing director refusing to budge? Dr Sue Pember, the former head of FE and skills investment at the Department for Business, Innovation and Skills (BIS), who was awarded an OBE for services to the sector in 2000, puts her extensive sector knowledge to good use for *FE Week*.

On the third Monday of every month she answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in further senior civil service posts at the Department for Education and Employment, Department for Education and Skills, and Department for Innovation, Universities and Skills.

Email DrSue@feweek.co.uk to ask her your question.

FUNDING GOAL POSTS KEEP MOVING

How can governors govern and set an annual budget when they don't know their funding allocation and the goal posts keep moving?

I know that some governors are having doubts about continuing as governors when they feel it is virtually impossible to conduct their duty of setting a timely budget so that actions required to balance the books can be planned and implemented in a proficient manner — but I would urge them to reconsider.

We are in really difficult times. This is when senior teams really need their governors' support internally and representation externally.

Although there may be more austerity cuts, I still have the conviction that the argument for investing in learning and developing basic and enhanced skills will come through. In these difficult times, colleges need to regroup and remodel their offer so they can meet futures challenges. They need strong governance to support and help steer them through this period of instability.

WHAT AM I PREVENTING?

What is Prevent and what is a governor's role?

Colleges have a duty to safeguard their students. Prevent is about safeguarding students to keep them secure from being exploited by extremists and it is now covered in the Home Office guidance. The Education Training Foundation (ETF) has some very timely and good information on this matter and they also set out the role of governors. The Prevent duty is not about suppressing students from having political and religious views but about keeping them safe.

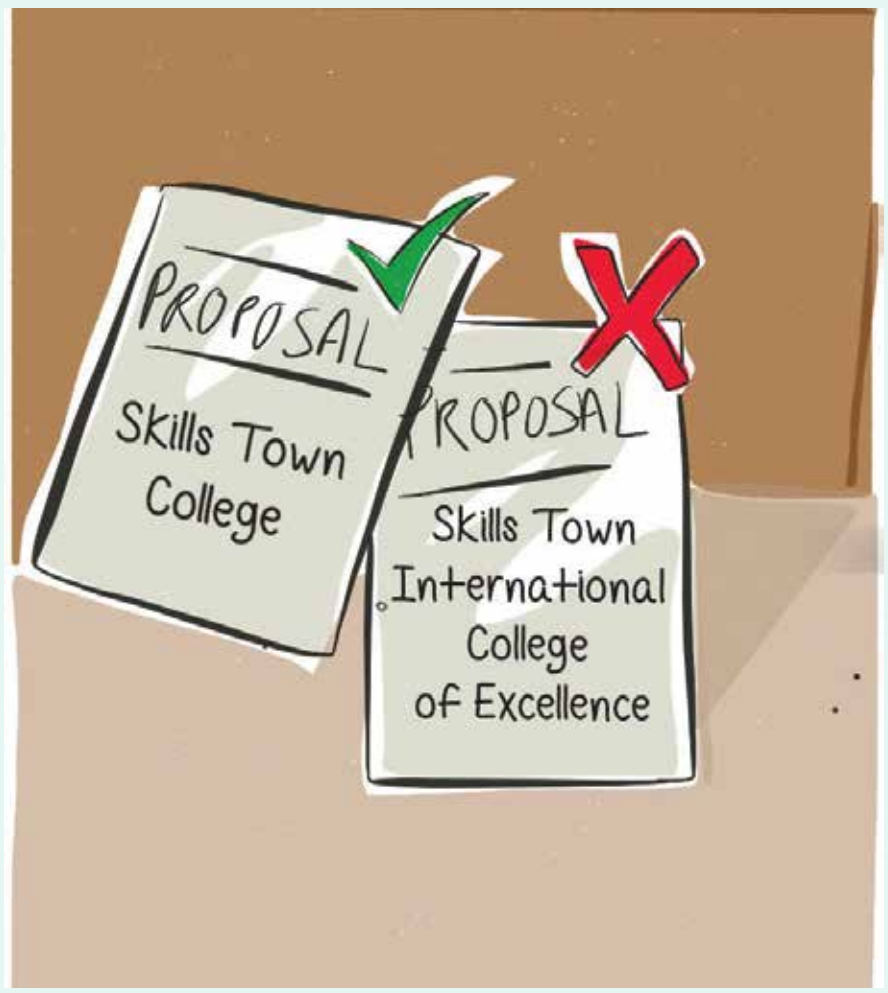
As set out in the new Association of Colleges Good Governance Code, governors must enhance their safeguarding policy and adopt the Prevent duty and actively engage with other partners, including the police and Department for Business, Innovation and Skills regional Higher and Further Education Prevent co-ordinators to carry out the Prevent duty.

WHAT'S IN A NAME?

My college wants to change its name and as the clerk I have been asked to advise the board on what the criteria should be. What advice might I give?

This is a sensitive issue and the Secretary of State has to make the final decision and will turn down names if they are thought to be unsuitable.

Useful guidance which sets out the process to be followed has been published by the Department for Business, Innovation and Skills. The guidance states that a corporation name should not be confusing or misleading and as such should not wrongly suggest regional or national pre-eminence, or imply that a college serves a wider or different area than is the case.

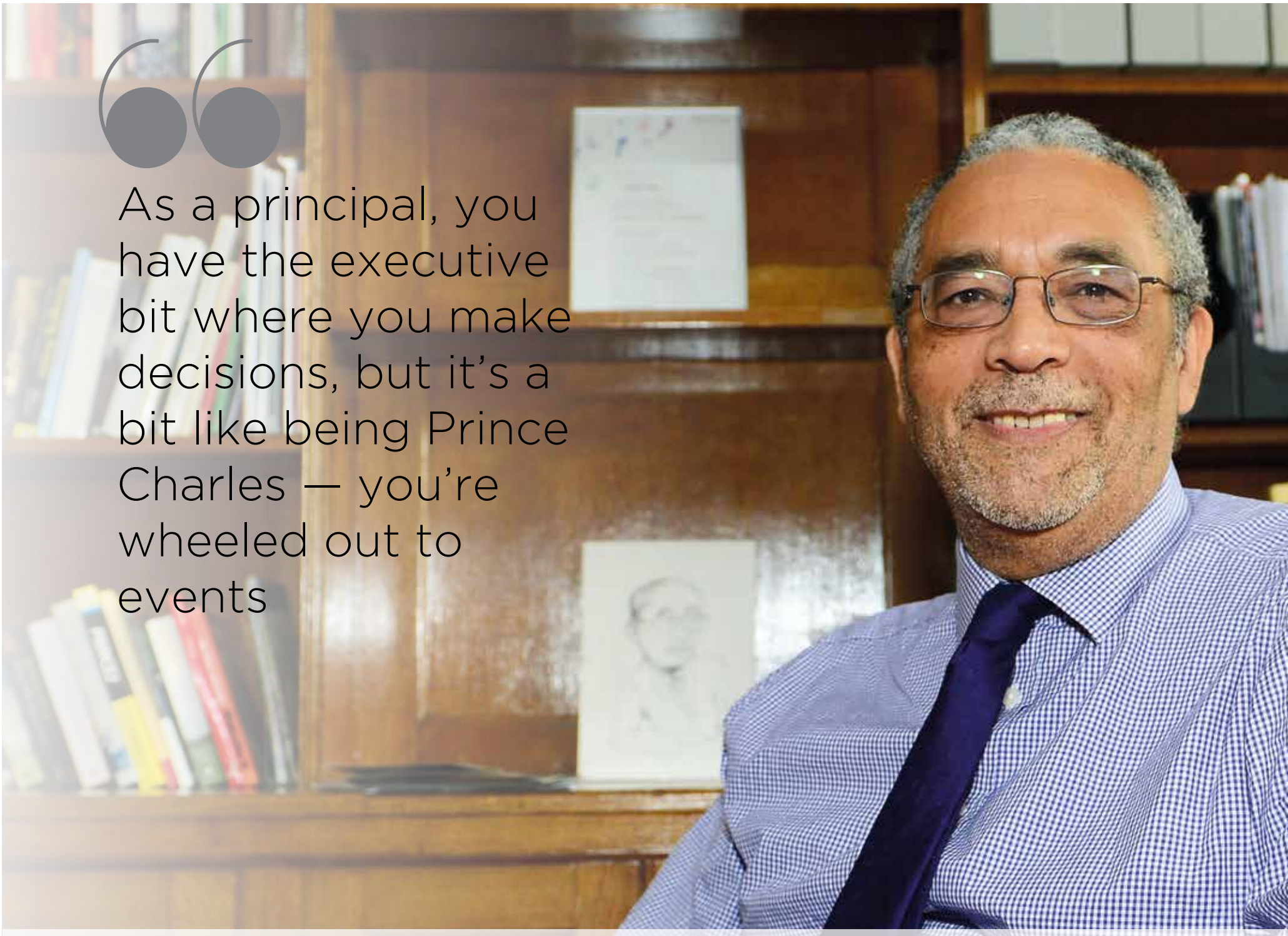


Therefore it is very important for the board to consult widely and listen to people's views. Do not underestimate the difficulty — there needs to be a real burning reason to change and it is very hard to get a new name established.

I know of several colleges who used to have 'Technical' in their name and even 30 years on from the name change they are still known locally as "the Tech". Mind you, with the ways things are going they might want to revert and add 'Higher' while they are at it.

For me the real test is — would you want that name on your or child's CV?

PROFILE



PICTURE OF A PRINCIPAL PERFO

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

Sitting at a meeting table in his wood-panelled principal's office, Andy Forbes strikes a comedy pose with lips pouted and eyebrows raised as he says to the *FE Week* photographer: "You can see where the being in the drama club comes in, can't you?"

"Delete it!" begs Forbes through his chuckles — "you can't print that".

To my everlasting regret (and I suspect, Forbes's relief) the photographer obliges before I can intervene and the College of Haringey, Enfield and North East London (Conel) principal escapes future photographic embarrassment.

"Believe it or not, I was quite shy, really introverted as a teenager," he tells me.

"I didn't enjoy school at all until I joined the drama society, in around about year nine.

"Why I joined the thing I don't know, but something made me do it, and I started meeting a lot more people and coming out of myself, really enjoyed the final bit of school and sixth form."

And Forbes, now aged 60, says, it's stood him in good stead as a principal.

"There's quite a lot of performance with this job," he tells me.

"You spend so much time going to events and representing the college, being on stage with students — so the ability to say a few words, and look suitably dignified, friendly and important all at the same time, that's a big part of it."

And it wasn't something he'd realised in a former role as vice principal for curriculum at Blackpool and the Fylde College.

"As a vice principal it's much more hands on — as a principal, yes, you have the executive bit where you make decisions, but it's a bit like being Prince Charles," he explains.

"You're wheeled out to events because you represent the college. It's a semi-diplomatic role."

Education was central in Forbes's household growing up in Stourbridge, near Birmingham.

"As with many immigrant households, education was seen as the way forward," he says.

Forbes's father, Oswald, was the first Jamaican GP in England having come over in 1943 to complete his medical training as part of the war effort. But Oswald met Dorothy, Forbes's mother, and never went back.

"It's interesting mixture, because in some ways my father was not part of the establishment," Forbes reflects.

"We were outsiders but because of his success professionally we had the resources to get a relatively privileged experience — he paid for us to go to private prep school.

"I found the whole school photo recently, there were 700 boys, there was one Indian boy and me and 698 white boys and I didn't feel any sense of not being part of it but I look back and just think how unusual that was.

"I look back and think it must have been quite something and you're not aware of it as a child."

The family life was turned upside down when Forbes was 10, when the "larger than life" Oswald left.

"He did the dirty on my mum and ran off with his practice nurse," says Forbes.

As a single parent of four mixed-race children in the 1940s, Dorothy struggled to cope, but, Forbes says, with unabashed pride, she was "magnificent".

"Honestly, I've asked her many times how she did it and she just says you had to get on with it," he says.

"She was of that war generation where you were used to getting on with things, rationing and all sorts.

"She said there were times when she felt like giving up, but she couldn't face the thought of us going into care, so she forced herself to keep going.

"We thought of her as mummy, but astonishingly, she turned out to have a degree in economics, and she started working as a social worker part time and then full time as we got older and had quite a substantial 20-year career in social work."

And, he says, the experience was in some ways good for the family as it prompted the four boys to learn to look after themselves.

"It sounds dreadful now but when I went to university I was quite unusual in that I could iron my own shirts and cook a bit — it was



It's a personal thing

What's your favourite book?

Of the many, many books I could have mentioned, I'm going to go for The Case For Working With Your Hands: Or Why Office Work Is Bad For Us And Fixing Things Feels Good, by Matthew Crawford.

He was somebody who for various reasons spent years working automotive and construction sites and has gone on to do a PhD and so is obviously very articulate and competent, but he reflects on why it is that he thinks that actually working in offices and all those sorts of things is less satisfying than the work he used to do

What do you do to switch off from work?

I read and write poetry. I have always loved poetry. There are many other things I do, there's listening to music and films, the usual sorts of things, but my secret love is poetry

What's your pet hate?

I think pomposity and arrogance — the sort of academic (not always, but often) person who somehow feels that entitles them to feel superior in some way and speak as if they are an oracle of all wisdom. Yes, they have expertise. Yes, they have knowledge but it's that pompous thing that gets my goat

If you could invite anyone, living or dead, to a dinner party, who would it be?

Nelson Mandela — sorry, slam dunk. For all sorts of reasons I think he would be fascinating. I'd probably need several dinner parties with him

What did you want to be when you were growing up?

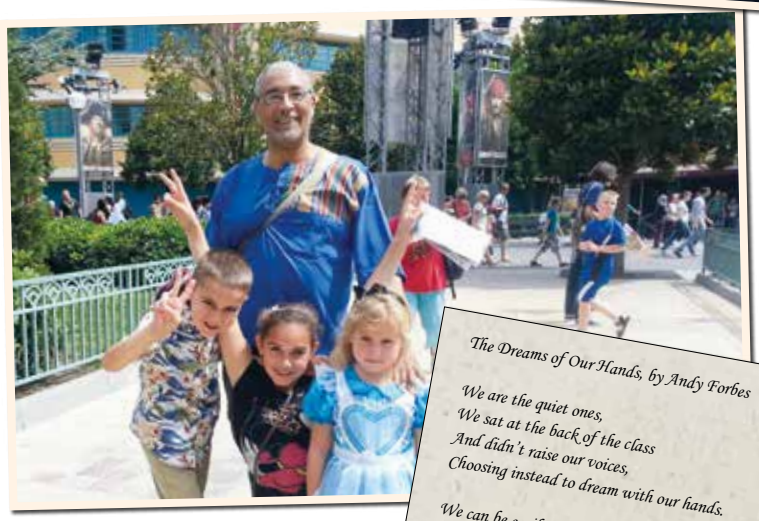
I wanted to be a writer. I was quite shy as I grew up and I used to love reading books, and writing. I used to write endless things, stories about ants and so on. I wanted to be a writer and I am in an amateur sense



Forbes, aged eight



From left: Forbes, aged 30, with brothers Martin, David and Peter, and their mother, Dorothy at the front



Forbes at Disneyland Paris in 2013 with from left, son Zinedine, aged eight, and daughters Aisha 11 and Miriam six



The Dreams of Our Hands, by Andy Forbes

We are the quiet ones,
We sat at the back of the class
And didn't raise our voices,
Choosing instead to dream with our hands.

We can be easily overlooked,
We went to the local Tech
And hung about on corners, casually
Kept in our pockets the hands of our dreams.

We don't need to offer explanations,
Or turn our tongues to long interpretations,
We can simply point with one steady finger
To the dreams made by our hands.

Leave others in suits and ties to flash and brag;
We know what we've accomplished, look:
The building stands, the car now runs, the hair is smartly cut;
And that is what we've done with the dreams of our hands.

(AF: "With thanks to Matthew Crawford for his wonderful book, The Case For Working With Your Hands")

seen as 'really? Wow!' as most the boys sent their laundry back to their mothers," he says.

The family focus on education paid off and Forbes landed a place studying English literature at Cambridge, which was like "stepping off into another world".

"Reading was my saviour as a child," says the dad-of-seven.

"So academically I thought it was just brilliant."

When he left university "the fantastic lack of careers advice" left Forbes without a plan and he spent two years as an untrained mental health nurse, before deciding to be teacher and heading for Manchester to do a PGCE.

He fell into FE teaching "by accident" in his first job at the Abraham Moss Centre, a combined adult and FE college, youth centre, theatre and secondary school in a deprived area of Manchester.

Forbes initially gained a job teaching in both the school and the college, but when legislation came in requiring the school to have its own governing body in 1988, the institution had to be split and Forbes stayed with the FE and adult side.

"I've always been interested in the social inclusion aspect of FE and as a teacher, I did enjoy teaching bright youngsters A-levels or whatever, but the thing that I really found interesting and challenging, totally different and very rewarding was teaching adults that had no background at all in academic study," he says.



Forbes, aged six

But as far as his own professional progression went, Forbes admits he "wasn't exactly quick off the mark" and he had no real ambitions to move up the career ladder.

"But I reached the stage of thinking 'how could such and such a person have been promoted? Well if they can do it, I can do it', and at each step I thought 'well I could have a go at that'," he says.

At Manchester, he became head of multicultural education, leading adult education, equality and diversity and youth and community initiatives, before moving on to Oldham College as director of widening participation and marketing.

"I've progressed up the ladder through cross-college roles — I think by the time I got to Blackpool for the fairly straightforward vice-principal's role, I think I was seen as a rather odd mix of things," he says.

"But it gave me a really good understanding of both the academic and the support side of the college.

"When you're trying to do one of those difficult cross-college jobs, you have to relate across departments, negotiate with empire building heads of departments, and you find ways of making it work better and better."

With his children grown up and moving away, Forbes headed for pastures new, and Hertford Regional College's principalship became available.

Despite his cross-college experience, Forbes found that "nothing prepares you for becoming a principal".

"It's extraordinary, completely different," he says.

"What you come to realise is so much of it is getting the elements in place that enable teachers to teach and learners to learn, it's so indirect and I don't think you understand that until you've done it."

Forbes took on his second principalship, at Conel, in late April and said the college presented its own "challenge".

"It may be too early for me to say definitely how it's different from Hertford, but the atmosphere here is very different and I think the key reason for that is the mixture of adult and young here," he says.

"And the sheer range of ethnic diversity, of different backgrounds and experiences — obviously we do have learners who are unskilled, who never got the skills in the first place, but we also have learners who have come with previous skills and experiences and need to get restarted.

"This is an exciting college, a good challenge.

"The whole world is here in microcosm and it's got so many aspects to it that are just what I enjoy — this is just right for me."

EXPERTS



MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the *FE Week* Experts section

Where the axe might fall, and where it should

In light of the Chancellor's announcement he wanted to see £900m of in-year savings split evenly between the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE), Mick Fletcher considers how FE might be affected — and how to lessen that effect.

What we know is that the two education departments, BIS and DfE, are each being asked to make an extra in-year cut of £450m — almost a third of the total sum being sought in the emergency budget planned for July.

What we don't know is where the cuts will fall; but here's a prediction. In this round and in the subsequent autumn spending review the Chancellor will find it easier to pick on provision for the weak and disadvantaged rather than tackle the big vested interests defending much larger sums.

We will probably see action on the manifesto pledge to reduce provision of full time FE at level two and below, hidden behind a fig leaf of increased apprenticeship opportunities.

It seems likely that we will see a further move from grant funding to loans, once again spun as 'empowering the learner'.

Other soft targets could be learner support funds (less need as student numbers fall?) or adult and community learning (replaced by the big society in the form of the University of the Third Age). A further blow to the last remnants of social partnership represented by sector skills councils must be high on the hit list.

There are however a couple of sacred cows that could yield much larger savings but are far less likely to be touched. The biggest is the long running scandal of small school sixth forms, surviving only by robbing resources from the lower school.

If government has pledged to ring-fence funding for pupils up to the age of 16 it seems only fair for schools to be forced to do the same, leaving sixth form pupils to be taught efficiently and effectively in sixth form and tertiary colleges.

Since, shockingly, the average class size for the 16 to 18 phase in schools is less than half of that in primary schools, there are serious savings to be made from the £2bn or so in this bit of the schools budget.

Although it is both logical and feasible the chances of sensible reform of sixth form provision are vanishingly small. They are only marginally greater for tackling the second great vested interest; the unholy alliance of providers and employer bodies that argue strenuously against any attempt to make employers pay their share of training costs.

It cannot be right however that FE colleges are more dependent on state funding than they were at the time of incorporation over 20 years ago, or that private providers are even less likely to secure co-funding.

It is true that demanding cash contributions towards the cost of providing apprenticeships and adult training risks lessening demand, but that risk is faced with equanimity elsewhere in the adult skills budget.

Under Matthew Hancock's watch as Skills Minister the government developed a firm co-funding policy based around a generous two-for-one funding offer — far better than the deal for individuals.

If they can't make it stick now, with an austerity budget and private sector growth they might as well abandon the whole idea forever.

The third big vested interest that the Chancellor faces is his own ministerial colleagues. At the very same time that they demand cuts in well-proven and valuable provision they indulge in an endless stream of pet projects for which there is little evidence of either need or efficacy.

Significant savings could be made if ministers held back from schemes such as the employer ownership pilots, national colleges, free schools in areas with no shortage of places or differing varieties of technical schools that duplicate what FE colleges can deliver. The chances, however, seem slim.

> **We will probably see action on the manifesto pledge to reduce provision of full time FE at level two and below, hidden behind a fig leaf of increased apprenticeship opportunities**

Finally, it is just possible that savings might be demanded from one quarter normally thought untouchable.

There is a growing body of opinion that sees the £200m or more spent on Ofsted annually as poor value for money. If he is bold the Chancellor could perhaps achieve the impossible — an education cut that is welcomed by schools and colleges.



AMY LALLA

Director of Skills Funding Agency-registered independent learning provider Let Me Play, a UK-wide organisation delivering courses for 16 to 21-year-olds not in employment, education or training (NEETs)

Neets — 'it's probably even worse than LGA says'

It's unclear just how poor the tracking of young people's education and employment status is, but having seen Local Government Association (LGA) findings, Amy Lalla argues it's an issue for which those at the very top must ensure funding pressures do not mean inaction.

Another week and another set of depressing data on the state of FE funding and the outlook for some of our most vulnerable young people.

The headline finding from the Local Government Association (LGA) survey is that 'teenage Neets are at risk of being left behind by growth if services are not reformed, councils warn'.

Just 7 per cent of councils say they have powers and funding to meet their legal duties to identify and reduce teenage disengagement and secure suitable education and training places for all 16 to 18-year-olds.

And, piling on the misery, the LGA tells us that nine out of 10 local authorities (LAs) have been forced to reduce spending on support for 16 to 18-year-olds.

There's absolutely no doubt that these statistics make for horrific reading. And although the survey achieved a very creditable 58 per cent response rate, I'd be surprised if — even with the usual caveats on methodology — there wasn't yet more grim news lurking at the LAs which chose not to participate.

One of my main worries is the lack of data around exactly who Neets are. If we don't know who, or where they are, how can we get them back into education or training and give them the opportunity they so desperately need to get their lives back on track? It's as basic as that.

> **It's almost impossible to resolve an already intractable problem if we don't have enough information to work with**

In January LAs were taken to task by the powerful Public Accounts Committee, which reported that round 100,000 teenage Neets had simply disappeared off councils' radars. They had 'gone missing'.

In some LA areas, the activity of a massive 20 per cent of young people was unknown, compared with a national average of 7 per cent, the committee said.

And this regional variation in data provision is a big worry. We know that many councils are beacons of good practice on this — they share their data with us and involve us in planning provision.

But we also know of councils which are unable to tell us who and where their Neets are despite the fact that we have the solutions to engage them.

It's almost impossible to resolve an already intractable problem if we don't have enough information to work with.

Without some foresight the problem of dealing with Neets will continue to grow — and the danger is that we won't be able to locate them.

These regional variations must go, and the only way to do that is to introduce a standardised, central system for data collection. It cannot be left to the discretion of individual councils, now under enormous pressure and forced to make such punishing cuts across all their services.

Of course, the grim irony is that young people who have strayed from a traditional life path — often as a result of destructive home lives and educational barriers — are the least likely to have the resources or networks to make their voices heard.

That is why those of us who work in the sector and know at first hand the fantastic potential of these young people must campaign to raise Neets provision to the top of the political and policy agenda.

The wasted potential and cost — in human and economic terms — of picking up the pieces is simply unacceptable.

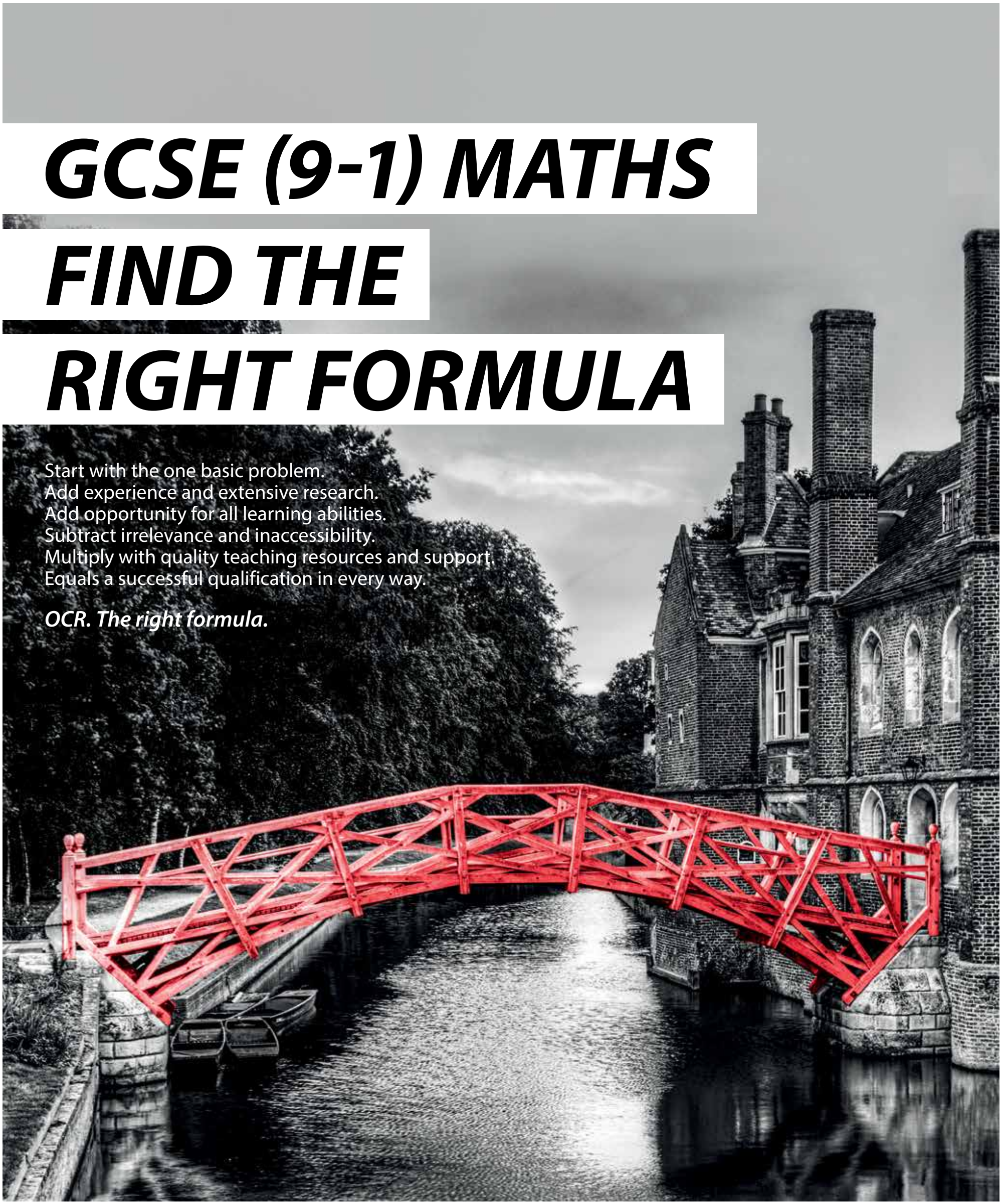
But of course, once young people have been reduced to faceless numbers on the Neets statistics, we've already failed them. What we should be focusing on is early interventions in school — primary and secondary — to identify the children in danger of becoming the Neets of tomorrow.

I have no doubt that this is where we need to turn our attention as a matter of urgency.

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EXPERTS



DAVID MAGUIRE

New chair of Jisc (Joint Information Systems Committee), the charity for digital solutions in UK education and research and University of Greenwich vice-chancellor

Setting out the Jisc stall for a successful future through tech

David Maguire became the new Jisc chair last month and outlines for the first time his view of the FE sector and technology

How can organisations leverage digital technologies to improve learning and teaching and equip learners with the skills they need for the future, under burgeoning cost pressures?

This is the big question facing UK education and research today, and one I am attempting to address in my new role as Jisc chair.

The FE sector in particular is facing a 'do-or-die' outlook when it comes to technology adoption. In this article I want to look at the challenges that learning providers are facing and what Jisc is doing to future-proof the sector, concentrating on three key areas.

First is the current austerity agenda, with the dual cost pressures of impending budget cuts under already high financial constraints hanging heavy over the sector.

'Efficiency' is a term generally treated with trepidation as cost-cutting in lieu of quality, but in our view efficiency means using technology to promote smarter working, increase productivity and engender cost savings.

One of the big areas Jisc is prioritising is shared services. For example, learning providers are having to house more data as their use grows, impacting on their electricity bills and taking up expensive estate. Shared data centres can solve this problem, and free up staff time to concentrate on core activities.

Getting access to high quality resources is also a concern for cash-strapped colleges. To this end I am committed to extending the excellent work Jisc has done to broaden access — providing thousands of free ebooks to FE and skills, creating tools such as the hairdressing training app, and offering resources like Digimaps for Colleges.

Second is the changing expectations of students. Today's iPad generation has grown up with technology and expect it to be part of their normal everyday experiences.

Just as other sectors and industries are having to evolve their delivery models to incorporate digital, so too must education. Colleges need to understand what it is students actually want from their digital environment in order to meet their needs.

I see Jisc's role as arbiter, steering the conversations between students and staff and offering solutions that meet the requirements of both. The digital student co-design project has made great progress in scoping out the current view of technology and where it could be improved. The next step is engaging students as partners to act as change agents and drive technology uptake.

The third and final driver is the pervasiveness of cloud services and digital personal computing such as smart phones and devices — both of which I see as having a profound impact on education delivery.

Cloud has already been widely adopted by the business world. While there is some ground to walk before we see education using it at the same level, when this switch does come it will allow organisations to be more flexible, adaptable and resilient to change. Jisc has been busy brokering deals with some of the world's leading commercial providers; next comes dissemination of practice and providing support for effective use.

> **I am committed to extending the excellent work Jisc has done to broaden access — providing thousands of free ebooks to FE and skills**

Internet-enabled devices, on the other hand, are increasingly seen as learning tools. Curious individuals are able to pursue their interests whenever and wherever they are, using mobile devices. Building on my previous point around expectations, educators need to meet them there, offering suitable resources and content and supporting access through inclusive BYOD policies.

Since the Wilson Review of Jisc in 2011 — which highlighted both the invaluable nature of Jisc as a national resource, but also emphasised the need for it to simplify and reorganise its structure and processes to continue to deliver for the sector — significant steps have been made to evolve our offer.

A key priority for me is to establish a sustainable funding model for Jisc customers, so that they are able to continue to benefit from all the activities I mentioned above, and more.



MALCOLM TROBE

Deputy general secretary of the Association of School and College Leaders

Inadequate funding for 16-19 education is not good economics

With the issue of 16 to 19 funding dropping to critical levels, sector leaders have written to Chancellor George Osborne and Education Secretary Nicky Morgan, as reported on feweek.co.uk. Malcolm Trobe explains what why he wants government to reconsider its view on funding education for the age group.

Education for 16 to 19-year-olds is in danger of becoming a Cinderella service. It covers some of the most important years in the lives of young people, but it is the most poorly-funded part of the system.

The base rate of funding for each student is £4,000 per year. This is less than pre-16 education, where the average base rate is about £4,700, and higher education where students are generally charged £9,000.

FE colleges have been struggling along for years on around this £4,000 rate without any inflationary increases. School sixth forms and sixth form colleges were better funded, but no longer. Over the past five years their funding has been cut to the same level.

And over the next five years, the situation is set to become much worse.

Schools and colleges face significant rises in costs because of increases to employers' National Insurance contributions, pensions, staff wages and general inflation. This is bad enough for pre-16 education, but for the 16 to 19 sector it is even more disastrous because funding is already so low.

Also worryingly, the 16 to 19 sector is unprotected in terms of government spending, raising the fear it may suffer further cuts.

This background explains why the Association of School and College Leaders (ASCL) and six other organisations joined together to send letters to Education Secretary Nicky Morgan and Chancellor George Osborne [see feweek.co.uk for more]. Together, the signatories represent a huge range of schools and colleges, demonstrating the strength of feeling over this issue.

In addition to ASCL, they are the Association of Colleges, the Principals' Professional Council, the Sixth Form Colleges' Association, the Independent Academies Association, the Grammar School Heads Association, and the Freedom and Autonomy for Schools National Association.

We recognise the financial situation is difficult, but we are asking that, at the very least, the government gives 16 to 19 institutions enough money to meet the additional costs they face. If this does not happen they will be hit with real-terms cuts of about 5 per cent over the next 12 to 18 months.

The consequences of inadequate funding are already being felt and will become more severe if not addressed. One of these is that it makes it difficult for schools and colleges to provide the full range of A-levels, AS-levels, and other courses, to meet the needs of students. This is particularly so in smaller sixth forms which cannot sustain an appropriate breadth of options on such low funding levels.

The result is that fewer students will apply,

> **FE colleges have been struggling along for years on around this £4,000 rate without any inflationary increases**

and the sixth form is trapped in a downward spiral, probably ending with its closure.

Another consequence is that it becomes increasingly difficult for schools and colleges to provide courses in subjects which attract relatively low numbers of students.

As these include modern foreign languages and further maths, this will undermine areas which are important to the wider economy.

The funding crisis also damages the ability of schools and colleges to offer students additional curriculum opportunities.

Everybody recognises the importance of equipping young people with life skills and a rounded educational experience through things like team-building activities, enterprise days, sports clubs, music and other creative arts-based opportunities.

However, the funding situation makes it is increasingly difficult for many schools and colleges to provide these opportunities. This places students in the state sector at a significant disadvantage to their peers in independent schools where these sort of activities are energetically promoted.

Indeed, if the funding crisis results in fewer of these activities and fewer course options for state students it will have a damaging effect on social mobility.

Austerity inevitably means making tough decisions. However, it is not good economics to fail to invest in the future, and this is precisely what is currently happening in 16 to 19 education. The country's prosperity relies upon ensuring we have a workforce with the training and life skills for the 21st Century. And we have a responsibility to young people to give them that future.

Armed with the results of the annual learning participation survey, David Hughes takes aim at the number of adults taking up learning opportunities and calls for action to make the classroom a more attractive place.



DAVID HUGHES

Chief executive of the National Institute of Adult Continuing Education

‘Learning and employment systems broken for millions of people’

Celebration, excitement, inspiration, exploration and fun encapsulate Adult Learners’ Week for me and thousands of other people who have a go at learning as well as joining in the awards ceremonies up and down the country.

It’s an annual shot in the arm for everyone involved in learning, providing a boost and reminding us all just how important lifelong learning is for the spirit, for communities, for families and for businesses.

This year, though, I think we need to be worried about the future because the learning and employment systems are broken for millions of people. We need major reforms to change that. Our research shows that millions of people are missing out on learning which will help them get on, help businesses and strengthen the economy and society.

The Niace annual learning participation survey provides the clear evidence that more needs to be done to stimulate demand for learning.

According to the survey, only two in every five (41 per cent) UK adults have taken part in learning in the last three years, but this is uneven when looked at for different groups. For instance, more than half of those in the higher socio-economic classes (54 per cent of ABs; 52 per cent of C1s) have taken part in learning during the previous three years, compared with just 35 per cent of skilled manual workers (C2s) and only 26 per cent of unskilled workers and people on limited incomes (DEs).

We’re failing to develop the lifelong learning society that’s essential if we are to compete with other nations.

Twice as many people who left full-time education aged 21+ participate in adult education, compared to those who left full-time education at 16. And nearly two-thirds (62 per cent) of adults without regular access to the internet have not taken part in learning since leaving full time education.

Despite our ageing society, we are failing older people, with those 55 and over the least likely to take part in any form of learning. And we are failing to support unemployed people to gain the skills they need to find decent work.

Through our research and development work we know it does not have to be like this. People who have not participated in learning since leaving school can be motivated into learning.

The pilots for our Citizens’ Curriculum have shown that people can be motivated when they are involved in designing their learning. The pilots also show that once engaged, people do progress rapidly in confidence, further learning and into work.

Part of the challenge is to persuade and encourage people to have the confidence that learning will benefit them and that they have the ability to learn. But we also know that even where people do want to learn, the opportunities do not exist or are simply not accessible.

If this government truly wants to raise the productive potential of the nation, then we need to foster a universal culture of lifelong learning. That will require a different approach and bold actions from the government as well as from others; we are ready to support them in that.

> **We’re failing to develop the lifelong learning society that’s essential if we are to compete with other nations**

We’ve looked closely at the Conservative Party’s manifesto commitments, and our Summer Budget submission, Raising the Productive Potential of the Economy, proposes urgent short-term measures which will help move towards a more inclusive, productive economy. These include: protected funding for English, maths, traineeships and ESOL which should be delivered through the Citizens Curriculum; a Careers Advancement Service aimed at the 5.2m people in low paid work; and new employment programmes for disabled people on benefits.

The benefits of lifelong learning are wide, deep and long-lasting. But unless we make major reforms, those benefits will increasingly be the domain of the privileged few. I think it is worth us fighting for those who missed out at school.



CAMPUS ROUND-UP

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College childcare learners with pupils from Bay Primary School. East Riding College students from left: Charlie Vickers (front light blue), Louise Dunn (back light blue), Stacey Normington (royal blue) and Emily Palmer (navy blue) all aged 18

Children get sporting chance

Yorkshire primary schoolchildren have been enjoying PE lessons from East Riding College childcare learners.

Year 2 youngsters from nearby Bay Primary School had 16 sessions, across nearly two months, from the group of 18 college students.

They are all working towards level three BTec diplomas but were using the skills and knowledge developed as part of a sports leadership course undertaken in addition to their main course.

One of them, 18-year-old Charlie Vickers, said: "It's been great fun leading the sports sessions with the children — they've been a joy to work with."

The sessions involved a wide range of sports and activities including football, tennis and netball.

Matt Jeffery, college sports officer, said: "This experience is perfect for those who wish to pursue a career in teaching as it really does add another string to their bow."

Sam takes on martial arts world — and wins

A Central College Nottingham (CCN) sport student battled his way to victory in two gruelling mixed martial arts (MMA) bouts to be crowned amateur world champion in the sport.

Sam Clark, aged 19, who studies a BTec extended diploma in sport, travelled to Portamao in Portugal for the international sporting kickboxing association world championships after winning the British national title last November in Birmingham.

Sam competed in the under 70kg category and won two fights to take home the title.

In the first, Sam won by executing a choke-out in one minute and 20 seconds of the first round and then, in the second fight, by virtue of an arm lock that forced his opponent into submission after one minute and 40 seconds, again in the first round.

Sam said: "I am delighted and thrilled to have won the world title, it's not quite sunk in yet. I'm going to keep training hard with my MMA and ultimately the dream is to try and go semi-professional within the sport."



New amateur world champion in mixed martial arts Sam Clark, from Central College Nottingham

Video earns Sophie praise



ME sufferer Sophie Lees

A West Cheshire College student who suffers from myalgic encephalopathy (ME) has been recognised by a number of national charities after filming a video to raise awareness of the condition.

BTec level three art and design learner Sophie Lees wanted more people to understand the daily struggles that she and other sufferers face, as well as raise awareness about the symptoms.

"The condition makes me extremely exhausted and it is very debilitating," said the 20-year-old.

"I have received so much support from people within the college to help me through my studies and I wanted to show people who may suffer from ME or any other condition the fantastic support available here."

For the video Sophie re-enacted how it feels to suffer from ME by giving staff and students around the college, including principal Nigel Davies, a heavy jacket to wear.

It was sent to different ME charities and received recognition from them, including the ME Association which Sophie said was a "great feeling".



From left: HNC in business learners Natasha Wood, aged 27, Shauna Sims, 22, James Ireland, 19, Ben Jackson, 22, Shaun Hill, 28, and Liz Fox, 28, with lecturer Lynne Bergin and St Rocco's community fundraiser Julie Dove

Hospice fundraiser gives learners food for thought

Business students from Warrington Collegiate plated up more than £2,300 for St Rocco's Hospice thanks to a fundraising dinner.

The event, put on by HNC in business learners, saw more than 80 diners raise a glass to the charity celebrating 30 years of supporting individuals with life-threatening conditions.

Taking over a suite at the Merseyside Holiday Inn, Newton-le-Willows, the students organised a three-course dinner with complimentary prosecco reception, a raffle with more than £1,500-worth of prizes, casino tables and entertainment.

Learner Liz Fox said: "I'm truly touched that we had such amazing support from friends and family on the night and that we were able to raise such an incredible amount of money.

"I couldn't be prouder or more thankful of our team."

Hospital scores cash boost thanks to Chris

FEATURED CAMPUS ROUND-UP

Friends and family of a young learner who died of cancer honoured his memory with a football tournament that raised more than £1,000 for the hospital ward that cared for him, writes Billy Camden





Friends and family of Chris Curwen at this year's Memorial Cup football tournament in his name. Inset left: Chris with mum Karen Bradley. Inset right: Friend of Chris present a signed Liverpool jersey to mum Karen. From left: Yusuf Kaffo, Karen Bradley, Seydou Bamba and Zach Clarke



The tragic loss of Chris Curwen who died from lymphoma in September 2010 at the age of just 23 hit his friends and family hard.

The former Myerscough College foundation degree in sports coaching learner was "football mad" and played for the University of Central Lancashire (UCLan) — the college's partner university — and his local outift Wyre Villa.

To pay tribute to Chris, his university teammates set up the annual Chris Curwen Memorial Cup two years ago where an 'Old Boys XI' take on the current UCLan side to raise money for charity.

This year the competition was held at Myerscough College's Bilsborrow campus and involved three 'Old Boys' sides — including one from Wyre Villa — and three current UCLan sides.

Zach Clark, who went to college with Chris and is now a football coach at Myerscough, said: "Throughout the whole of university and college Chris was football mad. He never missed training, even through his illness. He just had a massive passion for football and that is how all of us lads remember him and so it seems right to pay tribute to him in this way.

"It's what he would have wanted."

A minute's silence was held before the tournament kicked off and a signed Liverpool shirt — the team which Chris supported — was presented to mum Karen Bradley afterwards. "It is a fantastic event and it is so lovely that they all get together," she told *FE Week*. "The boys that organise it are very dedicated. They travel from all around the UK to come up to Preston. It just goes to show how much they must have thought of Chris. It's a fitting tribute."

Chris's friend and former teammate, Yusuf Kaffo, aged 26, who helped organised the event, said: "Chris was highly personable and always willing to help others. The day was about coming together and remembering someone who was really close to all of us."

The winning side on the day was one of the 'Old Boys' teams containing several former Myerscough College students.

The event raised more than £1,000 — almost 10 times the figure of two years ago — and will go towards the Young Oncology Unit at The Christie in Manchester where Chris was treated.

"To raise that amount makes the day a huge success and a very fitting memorial for Chris," said Yusuf, who thanked everyone after the game for attending. "I can't wait to get going with organising next year's now."

He added: "Most of all a big thank you to Karen who allows us to remember and honour Chris year on year."

Speaking after the event, head of sport at Myerscough College Chris Pinkett said: "Chris was a popular student during his time with us and it was such a tragedy and a shock to us all when he lost his battle with his illness. It's great that his friends have helped to create this legacy to remember him by.

"It [the tournament] gets bigger and better every year and to raise more than £1,000 for charity is a tremendous achievement. Chris would have been so proud of everyone's efforts."

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

Peterborough Regional College (PRC) is on cloud nine with the appointment of Royal Air Force director of flying training Terry Jones as its new principal.

Mr Jones, who oversees the famous Red Arrows, takes over from interim principal Ioan Morgan next month.

Mr Jones also oversees three UK bases responsible for education and training, including vocational training and distance learning in his current post and will be heading to a college rated as good by Ofsted its last inspection in December 2011.

"The college made great strides under the previous leadership and I intend to carry this journey forward to make it one of the very best colleges in the UK," he said.

He added: "I'm passionate about high standards in education and training and committed to serving our learners, the wider community and businesses in Peterborough and beyond."

College corporation board chair Andrew Stafford said: "Terry was the unanimous choice of the board to become the new principal and we're delighted he accepted the role."

And former Learning and Skills Improvement Service trustee Ayub Khan is taking over from Mark Ravenhall as chief executive of the Further Education Trust for Leadership (Fetl) on an interim basis from today (June 15).

Mr Khan, previously a Fetl trustee, said: "Fetl has a clear focus to help lead thinking in the FE and skills sector and has made good progress with its grants and fellowship programme.

"We know it's a challenging time in the sector but there is opportunity. The body of knowledge we are building will help forge new ways of working.

"There is much to do to and I look forward to supporting Fetl in the next phase of its development."

Jill Westerman, Fetl chair, said: "Ayub will oversee the strategic and operational elements of Fetl, strengthen resources and help ensure a smooth transition, building on the work that has already been achieved."

Meanwhile, Midkent's acting principal Simon Cook has been given the post on a permanent basis.

Mr Cook, a former apprentice, had stepped up from vice principal in July last year following the death of principal Sue Mcleod.

Mr Cook said: "I have such great hopes and ambitions for our students, I know from personal experience how much we can change people's lives as I would not be here without a college like ours.

"I want to make sure all our students have the same life-changing opportunities I did."

Governors' chair Sheila Potipher told staff at the college, which slipped down a Ofsted grade last month from good to 'requires improvement,' that the board had unanimously confirmed Mr Cook's appointment in May.

"Simon joined MidKent from Cornwall College in 2013 as the vice principal since which time he has worked tirelessly to steer us all through some of the most challenging times we have experienced to date," she said.

"His skills, experience and enthusiasm for FE are evident to us all and I am thrilled that he is going to continue the positive work already underway."



Terry Jones



Ioan Morgan



Ayub Khan



Simon Cook

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@feweek.co.uk

JOBS

Bradford College is Bold, Different and Distinctive

Bradford College

TWO NEW AND LEADING ROLES: FE PRINCIPAL AND HE PROVOST

Bradford College has always taken a lead, responding to challenge and opportunity in order to offer better options and outcomes for students, employers and communities. Now, we intend to embrace fully the new agenda around skills and to link growth in skills to the fullest range of qualifications across FE and HE.

A New Context

Expectations of colleges are being re-defined. How we operate in the future will be different, and with new expectations. Inclusion, progression and employability will underpin our offer to students. Our unambiguous ambition is that the College is the catalyst for skills development and socio-economic change in Bradford and its wider region.

Our Response

Bradford College is re-positioning itself. Already, we have 20,000 FE students and over 3,000 HE students, and an established position in Teacher Education. We are distinctive because of the scale of our activities, particularly having the largest HE cohort in colleges. Our success criteria will focus on the attractiveness of our offer to students, their employability and the progression opportunities offered to them.

Our engagement with employers and stakeholders will continue to be exemplary, and the existence of the Bradford College Group presents the creative opportunity for the College to develop further its interfaces. Delivery of our curriculum is enhanced already through recent and substantial investment in new facilities. We will continue to be at the leading edge of learning and teaching, incorporating best use of new technology and innovation.

THE ROLES

FE Principal

Leadership will focus on maintaining an agenda of inclusion, achievement and progression. Equally, we provide a platform of skills for the local and regional economy and sustaining curriculum agility will be a priority. On the basis of a recent, successful Ofsted Report, we require our provision to be rated as 'Outstanding' within three years.

Leadership will require awareness of curriculum dynamics and the ability to convert market intelligence into established provision. Our transition to 'Outstanding' requires clear delivery of added value to our students. Above all, our FE provision has always to balance the priorities of being responsive, coherent and effective.

HE Provost

We are making a statement. Our continuing development will see alignment of higher order skills with a full range of qualifications at HN, Foundation, Undergraduate and Postgraduate Degree levels.

Our success criteria will be the extension of inclusion; heightened outcomes achieved by our students; recognition by employers that they are in our line of sight; and the capacity of students to progress to further study.

We will enhance the status and reputation of the College. We will move beyond compliance and provide a new pattern of higher education, fully engaged with the expectations of students and employers in the region.

Our Expectation

We expect to appoint individuals who are recognised leaders in the field of FE and HE, respectively. Proven leadership skills will sit alongside the ability add distinctive value and to take the impact of the College to new levels. In return, we offer an opportunity unparalleled in the sector and unremitting professional satisfaction.

Salary: Competitive + Benefits



How to Apply

A Candidate Pack is available at **www.bradfordcollege.ac.uk/about/jobs**

Interested applicants are encouraged strongly to contact our Retained Consultant, Professor Bill Wardle at bill@billwardle.com or Tel: 07777642100

Closing Date is Noon on 29 June 2015

For the FE Principal interviews, Thursday 9 July and Friday 10 July

For the HE Provost interviews, Monday 13 July and Tuesday 14 July

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Learning Curve Group requires an outstanding individual with excellent leadership and organisational skills, a deep understanding of FE today alongside a vision for its future, and a determination to help us continue to excel.

We are one of the UK's largest suppliers of specialist training services to the Further Education sector; we're at the forefront of technologically innovated learning and we work with employers up and down the country to train their staff.

This newly developed position, which requires experience of FE at Senior Management level, offers an unparalleled opportunity to be part of a vibrant company whose success continues to grow.

The postholder will be an integral part of our Senior Management Team, with responsibility for line management of other SMT members and the development and performance of their teams, which include Employability and Skills, Curriculum and Quality, and Product Development. You will have a proven track record in growing areas of provision, particularly Apprenticeships and provision for NEET learners.

Your personal attributes will include:

- A proven background in a similar/complementary business
- Track record in development in the Skills & Employability arena including Apprenticeships
- A minimum of 5 years' experience at Senior Manager / Exec level and extensive experience of the FE Sector at this level
- A successful track record of consistently meeting targets and objectives
- Strong people management and leadership skills
- An ability to achieve challenging deadlines, objectives and targets
- An ability to think creatively and a proven track record of curriculum development and delivery
- A thorough understanding of work based learning and funding
- Highly developed interpersonal, motivational and influencing skills

And you must be able to:

- Plan, organise and prioritise workloads
- Motivate and influence at all levels within the business, and externally with organisations such as funding partners, awarding bodies and employers
- Lead on external inspections and accreditations, effective self-assessment, and Quality Assurance arrangements
- Work with key internal and external stakeholders to ensure learner and employer satisfaction, drive operational excellence, and achieve curriculum KPIs and our financial objectives
- Lead on curriculum development initiatives in line with government funding priorities, ensuring new provision and products are implemented to the highest standards
- Display an in-depth understanding of apprenticeships and provision for adults and 16-18 learners, including NEETs
- Work with national clients to develop training models that meet their needs

Since 2004 our vision has been to 'transform lives through learning'. If you share this ideal and are committed to excellence in education, we'd like to hear from you.

www.learningcurvegroup.co.uk

For more information, or to apply, please contact
hr@learningcurvegroup.co.uk

Or call:
01388 777 129

JOBS

The Camden College

new JOBS

New vision, new plans…new opportunities.

We have a number of exciting new roles available which offer the opportunity for you to join our expanding provision. If you are an organised, enthusiastic team player, able to work flexibly to deliver outstanding learner outcomes and share our mission of sustaining an inclusive learning environment, we would really like to hear from you!

Fashion and Craft - Curriculum Manager

Salary £32,142 - £36,162 per annum

We are looking for a qualified and inspirational teacher of Fashion and Craft who is an experienced manager. We want you to develop our courses for adult learners which include: Fashion, Ceramics, Glass, Picture Framing, Jewellery, Woodwork and Floristry. Adopting a culture of continuous improvement, you will be bringing new ideas for alternative types of provision across the department, as well as developing the quality of our existing offer which includes non-accredited and accredited courses in Floristry Level 2 and the Fashion pathway on our Foundation Diploma in Art and Design (EDEXCEL Level 3).

Closing date for this post 12 noon Friday 19th June - Interviews week commencing 29th June

Sessional Tutors £26 per hour (including holiday pay), Classes start September 2015.

All applicants must hold a teaching qualification, have knowledge and experience of teaching adults and be able to work various times/days.

VOCATIONAL POSTS:

- **Business** teaching Preparing for Work Level 1, Retail Level 1, Business Enterprise Level 1 and 2, Business/Medical Administration Level 2, ILM Management Level 3 (various times/days).
- **Childcare/Supporting Teaching and Learning in Schools** Level 2 (two days per week).
- **Childcare** Level 1 (two days per week).
- **First Aid** Emergency and Paediatric (various times/days).
- **Food Safety** (Some Saturdays throughout the year).
- **Hospitality** (various times/days).
- **Health and Safety** (various times/days)
- **Health and Social Care** Level 1 (one day per week).
- **Hair and/or Beauty** must hold an assessor's award. Subject specialism in the following would be an advantage: Photographic/ Special effects Make up, Barbering, Hair extensions, HD Brows, Cutting, Colouring, Nail art/ Nail Extensions and Threading (various times/days).
- **Hairdressing** Level 2 Certificate (Saturday and one evening).
- **Hair and Beauty** to teach at HMP Holloway for an immediate start teaching on a range of Level 1 and Level 2 accredited courses. You will need to have experience of working with challenging students.
- **Science** Access to Health and Human Sciences (various times/days).
- **Sociology** Access to Health and Human Sciences (various times/days).
- **Youth Work** Level 1 (two days per week).

ARTS & HUMANITIES POSTS:

- **Art and Design Foundation Diploma** Fashion Design, Graphic Design and Media Production (various times/days).
- **AUTOCAD** (Wednesday evening and Friday afternoons)
- **Design with Adobe** a design practitioner with experience in all elements of Adobe CC (Wednesday afternoons).
- **Floristry** Level 2 (Tuesday afternoons).
- **Latin** (Thursday evenings).
- **Metalwork (Jewellery)** Introduction (various times/days).
- **Silversmithing** Introduction (Friday mornings).
- **Weaving Introduction** (Tuesday evenings).

FOUNDATION LEARNING POSTS:

- **ESOL** Classes run at various schools and community centres in or around Camden (various times/days).
- **English and Maths** Level 2 Certificate - To assess and teach English and Maths functional skills to adults. Must be fully qualified with relevant subject specialism (various times/days).
- **English and Maths GCSE** To teach GCSE Maths and English to adults. Must be fully qualified, with experience of teaching and assessing in post 19 sector an advantage (various times/days).

Closing date for Sessional Tutors posts is 12 noon Friday 19th June

Interviews: between 29 June and 20 July

For further details and to apply for one of the above posts please contact: jturner@wmcollege.ac.uk

Or please download further details and an application pack from our website: www.wmcollege.ac.uk

When you have completed your application you can email it to jturner@wmcollege.ac.uk or send it by post to Jo Turner, Working Men's College, 44 Crowndale Road, NW1 1TR

The Camden College

The same... OUTSTANDING! College

Ofsted Outstanding College 2012|2013

WMC actively strives to be an equal opportunities employer and welcomes applicants from all sections of the community. All appointments will be solely on merit. Registered Charity No. 312803.

Tube: Mornington Crescent 2mins / Camden Town, Euston & St Pancras 10 mins

Connect with us: WorkingMensCollege @WMCollege

nbp Network for Black Professionals COMMITTED TO EQUALITY EMPLOYER

matrix



JOBS

South Worcestershire College @Evesham & Malvern

Vice Principal - (Finance & Resources)

Salary up to £67,500 pa

SWC is a unique place – a College in our community for our community, serving the areas of Evesham, Malvern and South Worcestershire. With c.3,600 students, a turnover of c.£6.5m and good financial health, it offers a diverse range of programmes that meet the needs of employers, learners and stakeholders.

The current Vice Principal is retiring after 30 years' service and the College is seeking an individual experienced in Financial Management and Planning, who can take up this key role to ensure a modern and agile organisation with the ability to meet the challenges of a dynamic sector. The successful candidate will have responsibility for the implementation of the Finance and Resources Strategy, along with line management responsibility for finance, premises, learner services, catering, human resources, work-based-learning, MIS and IT. The ideal candidate will have experience in Finance, IT and HR.

Find out all about South Worcestershire College at www.sworcs.ac.uk. For further information and an application pack, please call Lynn Miles-Price, Clerk to the Corporation, on 01386 712724 or email: lynnmp@sworcs.ac.uk

Closing date for applications is Friday 3rd July 2015

Interviews are scheduled for Monday 20th July 2015

HEAD OF COMMERCIAL & BUSINESS DEVELOPMENT

Qube learning

£40,000 - £45,000 plus benefits

Qube Qualifications and Development is a leading national training provider that delivers work-based learning programmes across England.

An exciting opportunity has arisen for a Head of Commercial & Business Development within Qube's Senior Management Team (SMT).

As part of the SMT and reporting to the Commercial Director, you will contribute to driving the overall strategic direction of the business and will motivate, inspire and energise the team to further improve on the results achieved to date and take the business to the next level.

Key Performance Indicators for the role are National Sales Strategy; New Business Development; Strategic Business and Project Management.

We are looking for someone with:

- Field management and performance management experience within the WBL industry with an understanding of Apprenticeship funding
- Proven track record of meeting/exceeding sales targets and driving forward business development
- Excellent presentation, negotiation and influencing skills
- Experience of setting and reviewing profile targets
- Strong leadership qualities and a passion for seeking out new business opportunities
- An understanding of our company values and how these link into the Head of Commercial and Business Development role

Does this sound like you? If so we would love to hear from you!

In return, you will join a dedicated senior team at Qube Learning whose goal is to drive the business forward with momentum and enthusiasm.

We offer a generous reward package with a real opportunity for the right candidate to influence the business and add significant value. If you would like to apply for this position please send your CV to Sally Connolly at sally.connolly@qube-learning.co.uk

The Sheffield College

VICE PRINCIPAL, CURRICULUM

£51,510 - £69, 690 (FOR EXCEPTIONAL PERFORMANCE)



The Sheffield College is all about people, whether that is our learners, our staff or our partners. Through their engagement and development, we are committed to playing our part in developing the economic prosperity of the Sheffield City Region.

As part of the College's continued development, we are now seeking to appoint an ambitious Vice Principal, Curriculum who will bring a passion for improvement based upon a track record of current success. In this key role you will provide outstanding leadership to a significant proportion of the College's curriculum portfolio whilst working collaboratively enabling us to develop and grow. A strategic thinker, you will be actively initiating and developing plans to maximise performance of our students, staff and the College as a whole. You will play a key role in helping the College respond to and manage dynamic organisational change brought about by the need to respond to challenges in the sector whilst driving forward innovation to allow the College to achieve its Vision for 2020.

We recognise that as a senior leader, you will also need support and challenge so that you can grow and develop. We have a good track record of developing and aiding progression of our senior leaders and are committed to helping you achieve your ultimate career aspiration, be it Principal or CEO!



The closing date for applications is 12noon on Wednesday 1st July 2015. Interviews will be held on Thursday 16th July 2015.

Protocol Excellence in FE

We are working with Protocol on this important appointment. To request an application pack, please contact cskillington@protocol.co.uk or 0115 911 1157, or visit www.protocol.co.uk/sheffieldcollege for further information about this post.

JOBS



Stockport College is undergoing a major transformation led by a new senior management team and reformed governing body. The College has repositioned itself to become the leading provider of vocational qualifications and skills training in the south of Manchester and surrounding areas and we're now looking for people to join us on this exciting and rewarding journey.

Director of Funding, Information and Corporate Planning

£54,000 pa

Shaping our MIS and Funding strategy, and working with colleagues across the organisation to deliver a first class service, makes this a first class opportunity.

Management Information Services and Funding Manager

£40,500 pa

Good data leads to good decisions, and in this role you will be leading our MIS and Funding team to support the needs of learners and staff.

Financial Compliance Manager

£35,000pa

Striving for the highest standards means looking for continuous improvement, and this role will lead that effort across finance and compliances processes.

Schools Liaison Officer

£22,215 - £23,613 pa

In this role, you will be instrumental in creating and maintaining positive relationships with partner schools and colleges, to support student recruitment.

Benefits of working at the College include generous annual leave allowance, defined benefit pension schemes and on site gym.

To apply for these roles please see **www.stockport.ac.uk** for further details.

Closing Date for applications is 26 June 2015.

STOCKPORT COLLEGE

POSITIVE ABOUT DISABLED PEOPLE

INVESTORS IN PEOPLE

Stockport College Wellington Road South, Stockport, SK1 3UQ **t:** 0161 296 5000 **e:** enquiries@stockport.ac.uk **w:** www.stockport.ac.uk

WE'RE GOOD AT MAKING YOU OUTSTANDING

Management Accountant

Circa £65,000 Dudley

The College is moving to the next stage in its development and is now looking to recruit an experienced finance professional reporting to the newly-appointed Vice Principal Financial Strategy & Control. This will involve an exciting agenda for change with opportunities to contribute to moving the College forward. The ideal candidate will be looking to take the next step in their career progression and looking for an opportunity to utilise the experience and skills they have already developed.

Candidates must hold a professional accountancy qualification (CIMA, ACCA, ACA) and be able to demonstrate a strong track record of practical experience. The successful applicant will be expected to provide support for the Vice Principal Financial Strategy & Control and take responsibility for all management accounting within the College.

Experience in the FE sector is essential for this role as is relevant management accounting experience. A copy of the Job Description and Person Specification for this post may be downloaded from MCA Cooper Associates' Web Portal HAMSTER by accessing the following internet address: https://hamster.mcacoopers.com and using the Username - dudleyma and password - MANACC.

To apply please send your CV to enquiries@mcacoopers.com including a current CV by 12 Noon on Friday 26 June 2015.
For an informal discussion of the role ring Malcolm Cooper on 07950 931389.

Dudley College

FE Week

TO ADVERTISE WITH US CALL HANNAH SMITH ON

OR 020 81234 778 OR EMAIL HANNAH.SMITH@FEWEEK.CO.UK

TRIBAL working as one

Internal Sales Consultant needed to support the ebs sales team

28k OTE (23k basic plus £5k bonus) plus benefits

We are looking for an enthusiastic and driven sales consultant to support our Further Education field sales team. Based in Nottingham, you will drive appointments, manage campaigns, chase outstanding paperwork, manage data, conduct research and handle enquiries. You will be working in a dynamic, technology driven environment promoting & selling market leading software and solutions.

This role is an ideal opportunity for an ebs user to develop their existing skills and learn new ones.

The successful candidate will;

- be capable of building and maintaining relationships
- have excellent levels of numeracy, literacy and IT skills including MS Office
- have experience in a desk sales or sales support role
- be confident and outgoing with strong interpersonal skills
- be inquisitive and questioning with a keen eye for detail
- take ownership of sales campaigns, creating leads and opportunities
- work with stakeholders, securing appointments and meeting KPIs
- be responsible for updating Salesforce
- ideally have a general understanding of the UK Education sector
- have ebs knowledge

So if you have bags of initiative and want to join a growing organisation, please send your CV and a covering letter to careers@tribalgroup.com

Tribal is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

Walsall Adult and Community College

WACC Walsall Adult and Community College

Ofsted Outstanding 2012 2013

European Union European Social Fund

Due to promotional opportunities that have arisen for members of the College's leadership team, the College has a senior leadership role now vacant.
We are a forward thinking and community orientated College supported by a committed Board of Directors and we are looking to recruit a Vice Principal. This is your opportunity to be involved and play a key part in the exciting future of Walsall Adult & Community College.
We have just reached our 5th birthday and already we are an Outstanding College as graded in December 2012 by Ofsted, one of the first in the country.
In August the College will spin out from the Council becoming a legal entity in its own right. This will enable us to reach more potential learners, penetrate deeper into the local community and attract new sources of funding.
With a current turnover of over £4.6 million, providing over 8,000 learning opportunities to around 4,500 individuals the College is well placed for its planned expansion and independence.
WACC has an excellent and committed workforce and we are looking for innovative, enthusiastic and passionate staff to join our teams.
If you would like to work for us and be part of our exciting journey take a look at the role we have on offer and join us.

Vice Principal – Curriculum

£51,165 - £57,573 **Ref: RE40615**

You will support together with the Assistant Principals, the Principal and Directors in creating a shared vision and implementing a comprehensive strategic plan for the College. Providing inspirational leadership to support the College to retain and develop its reputation as an outstanding college and to oversee and report to the Principal on all academic matters, promoting the maintenance and enhancement of high standards of learning and achievement across the curriculum. You will have a strong curriculum background with excellent teaching, learning and assessment expertise.

Interviews will be held week commencing 13 July 2015.

Closing date: 26 June 2015.

Visit our website at www.walsall.gov.uk/jobshop

Telephone 01922 653377 • Textphone 0845 1112910 (for deaf/hearing impaired people only)

The Authority is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Walsall Council

LEARNING TO CHANGE.

WARWICKSHIRE COLLEGE GROUP

Group Deputy Principal, FE & HE Curriculum

Competitive salary

With six colleges located across Warwickshire and Worcestershire, the Warwickshire College Group is one of the largest and most successful educational institutions in the country. Educating and training over 16,000 students and through expansion in our Apprenticeships, HE provision and International activity, the Warwickshire College Group is strongly placed to continue its move forward with confidence. Working alongside our key partners in the region including schools, hi-tech industry, world-leading businesses and public sector organisations, Warwickshire College Group is well-positioned to maximise the potential for our students and help them realise their ambitions.

We are now seeking a highly competent and experienced leader to ensure that we remain positioned to meet the challenges of a dynamic sector and help shape the future direction of the College Group. As an integral part of the Senior Leadership team, and working with our recently appointed Group Principal/Chief Executive and the Governing Body, the postholder will provide ambitious, energetic and strategic leadership. As Deputy Principal you will have responsibility for developing an innovative curriculum that delivers for learners and customers as well as bringing the latest thinking and creativity to our provision that spans all 15 subject sector areas. Credible candidates will have experience of further and higher education curriculum, outstanding provision and developing key relationships external to the College. The College is well positioned to not only grow but to move from 'Good' to 'Outstanding', and with Foundation Degree Awarding Powers, to increase our HE provision.

This is an outstanding opportunity for someone who has a passion for working with young people and inspiring a new generation and who enjoys change and working at a fast pace in what is one of England's largest and most successful colleges. Having an exceptional track record of leadership and management, in complex, multi-faceted organisations, you will be strongly committed to a fair, open and respectful culture.

To find out more, please visit **www.warwickshireleadership.com** or call our advising consultants at GatenbySanderson, **Paul Aristides** on **020 7426 3987** or **Tim Hills** on **0113 205 6085** for a confidential discussion.

Closing date is 20 July 2015.

GatenbySanderson

JOBS

FE Week

FE Week : The only newspaper dedicated to further education and skills

The dedicated place to advertise your vacancies

FE Week has fast become the primary source of news for professionals working within further education and skills, and each week provides a large selection of FE jobs in print and online.

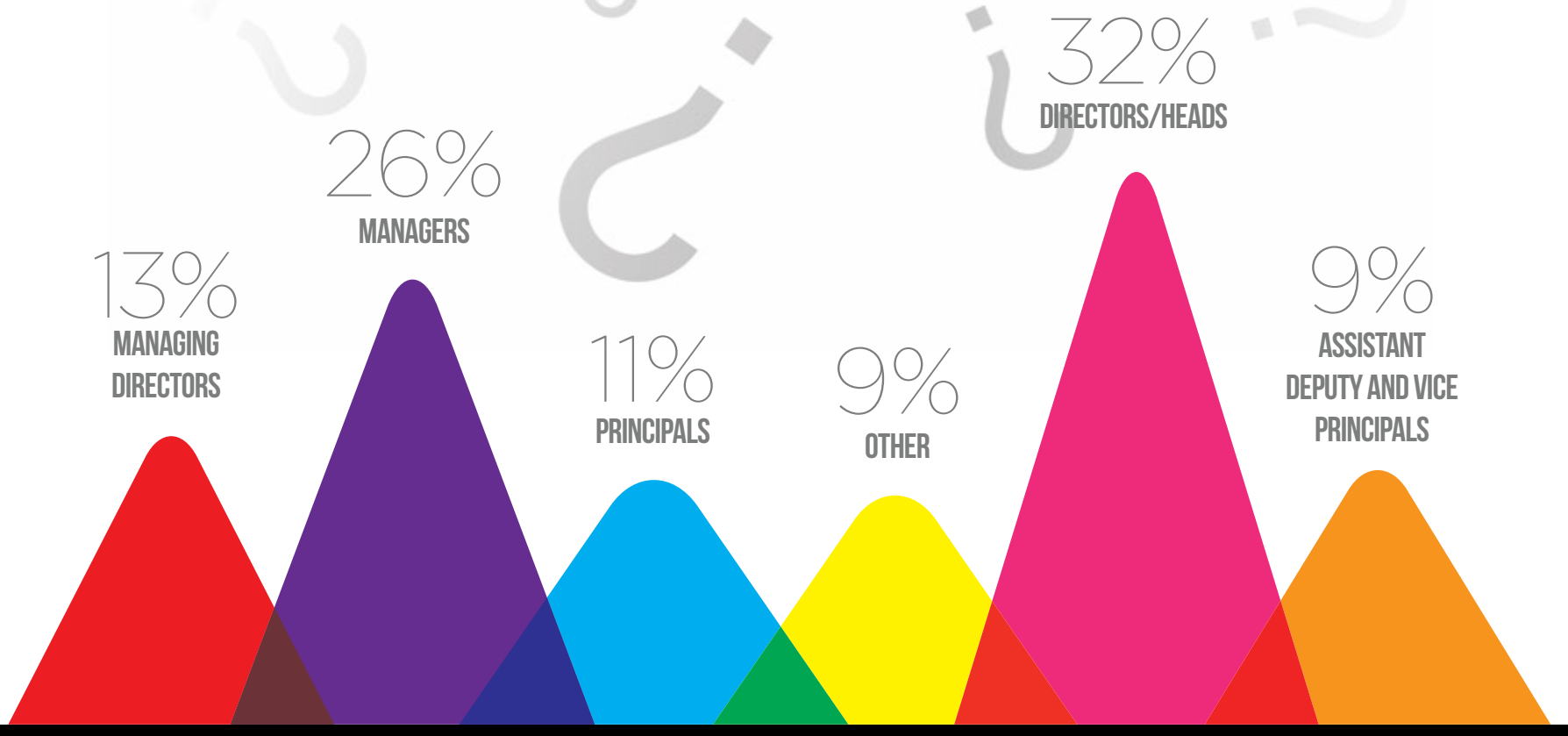
The newspaper is a superb platform from which to engage with potential applicants for your vacancies. As the only newspaper dedicated entirely to the learning and skills sector, your recruitment adverts will effectively reach and engage with our niche audience.

Our in-house team are here to offer you a wide range of creative solutions to help advertise your job role. Your account manager will work with you to ensure that your advert looks great and gives off the right message to potential candidates.

Print recruitment advertising starts from £300, for a 3 x 5 advert. All rates include a featured online listing, ensuring that your advert has the widest possible reach, and there is no extra charge for composite adverts.

We understand that a successful and expedient recruitment campaign is essential to any organisation. We aim to provide a quick turnaround when it comes to designing print adverts and uploading jobs online.

Who reads FE Week ?



TO PLACE YOUR NEXT RECRUITMENT ADVERT WITH FE WEEK, CONTACT HANNAH ON 020 81234 778

Essential Skills Trainers
(Luton & Leeds)

Salary: £25,000 + Company Car

JTL TRAINING PEOPLE

We are looking for two individuals with the scope and creativity to deliver Functional Skills and Essential Skills sessions in an innovative way that incorporates practical methods of teaching alongside more traditional methods that will be required for the assessment.

Although based from home, you will need to live in and/or around the Luton or Leeds area and be willing to travel regularly.

You will hold a qualification that enables you to teach in a post 16 education or training environment and have experience of teaching young people. This job will require flexibility to work across the curriculum as English, Maths and ICT to Level 2 will need to be delivered to our young people.

You will be required to adhere to internal and external verifying bodies and conduct assessment and moderation activity in line with National and Regional requirements. You will need to liaise with a wide range of individuals from Awarding Bodies, Training Centres, Apprentices and Employers so good communication skills are vital.
In addition to the salary, there is an excellent benefits package, an occupational pension scheme, 25 days annual leave, and BUPA.

A DBS disclosure will be required.

We welcome applicants from all sections of the community. JTL is committed to safeguarding and promoting the welfare of young people and expects all its employees to share this commitment.

For further information please visit **jobs.jtltraining.com**

Derwentside College

Lecturer / Co-ordinator in Mathematics

Salary: £23,952 - £36,162 per annum
(+ £2,000 consolidated teaching and learning responsibilities allowance and 200 hours teaching remission)

We are seeking to appoint an enthusiastic, flexible and innovative Lecturer on a permanent basis to teach Mathematics across a range of levels, vocational areas and courses including Access to Higher Education and GCSE across the College.

As well as a relevant degree qualification or equivalent, you will be qualified up to at least Level 3 in Mathematics. In addition, you must possess a recognised teaching qualification, and have experience in developing and delivering excellence in teaching, learning and assessment.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

Please visit our website for more details on how to apply at **www.derwentside.ac.uk/job-vacancies** . Alternatively, email **personnel.dept@derwentside.ac.uk** to request a pack.

Closing date for applications – Friday 26th June 2015

POSITIVE ABOUT DISABLED PEOPLE

Learning Curve Group www.learningcurvegroup.co.uk

Maths and English Associate Tutor

We are recruiting across the country for English and Maths Associate Tutors.

For more information, or to apply, please contact **hr@learningcurvegroup.co.uk** Or call: **01388 777 129**

Job Description and Role:

Learning Curve Group require Associate Tutors in Maths and English to deliver a range of qualifications within our flexible learning portfolio at Level 1 and Level 2. All qualifications are nationally accredited through NCFE and include Level 1 certificates and functional skills at Level 2.



Are you?:

A candidate who holds a degree, a teaching qualification and have a subject specialisation at Level 5.

We are also looking for an individual who is:

- Experienced in teaching and assessing in a post-16 environment
- Self-managing and flexible in their working approach
- Passionate about Maths and/or English and experienced at delivering flexible learning programmes
- Proficient in IT
- Able to work on a self-employed flexible basis

CALDERDALE COLLEGE

OUTSTANDING PRACTITIONER

Salary: £23,477-£32,695
Holiday: 47 days plus 8 bank holidays
Hours: 35 per week

Calderdale College Halifax is seeking to appoint an outstanding practitioner who has the ability to deliver outstanding teaching and learning in GCSE English. The successful candidate will have experience in teaching English and a proven track record of high success. They will also have a strong desire to share a love of English and motivate and encourage students to reach their full potential.

The successful candidate will have the ability to contextualise English into relevant vocational programmes and have exceptional skills in curriculum innovation. A proven understanding of teaching and learning delivery methods including the use of innovative Information Learning Technologies, including e-learning, is essential.

To be suitable for this role you must have a first degree in English and PGCE teaching qualification. The College will also consider new entrance to the profession who will be able to demonstrate, through interview, a high level of capability.

This is a permanent position with attractive benefits.

Please apply at the following:
www.calderdale.ac.uk/content/view/jobs/current-vacancies

Closing date: 12noon Monday 22nd June 2015



FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

	6							4
9		4		7	2			
2			1	8		5		
		3						2
			2		8			
4						1		
		6		1	5			3
			7	9		2		6
3							1	

Difficulty:
EASY

9								8
		2		6		7		
	3		1		8		2	
3			7		1			4
	9						5	
5			2		9			6
	4		8		5		3	
		8		1		5		
1								7

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

5	8	1	6	3	7	4	9	2
9	6	4	5	2	8	1	7	3
2	7	3	1	9	4	5	6	8
3	9	7	2	6	5	8	1	4
4	5	2	7	8	1	6	3	9
8	1	6	9	4	3	7	2	5
7	3	5	4	1	9	2	8	6
6	4	9	8	7	2	3	5	1
1	2	8	3	5	6	9	4	7

Difficulty:
EASY

8	6	3	5	2	4	9	1	7
9	2	7	3	8	1	4	6	5
1	5	4	7	9	6	8	3	2
6	8	5	9	4	3	2	7	1
3	9	1	8	7	2	5	4	6
7	4	2	1	6	5	3	8	9
5	1	8	6	3	9	7	2	4
4	7	6	2	5	8	1	9	3
2	3	9	4	1	7	6	5	8

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug





Spot **five** differences. First correct entry wins an *FE Week* mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Martin Pryce (pictured right), a personal tutor at Winstanley College, Wigan.

